Quotation

You must be the change you want to see in the world.

Mahatma Ghandi

University of Alberta

Providing Physical Education and Extra-curricular Sport Programs at an Inner-city School.

by

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Abstract

The overall purpose of this study was to examine how physical education (PE) and extra-curricular sport programs were provided to youth attending an inner-city elementary/junior high school, with a view to understand how positive developmental outcomes may be promoted. Based upon a developmental systems perspective (Lerner et al., 2001) data was collected using ethnographic methodology whereby eight teachers/coaches were interviewed. Interview data was supplemented by 85 hours of observations. Data analysis followed Wolcott's (1994) Description-Analysis-Interpretation approach. Teachers reported a number of barriers to the delivery of physical activity programming, and, overall, youth were not provided adequate levels of physical activity. Of the programs offered at the school, teachers' reported that coach directed, extra-curricular team sports were associated with the highest levels of positive youth development (PYD). Results from this study indicate that specific program characteristics are important for PYD and that physical activity programming needs to be given higher priority.

Dedication

For my mom. My biggest fan and my best friend. You supported me through it all and I couldn’t have done this without you. I love you.

Acknowledgement

I would like to acknowledge the teachers and students of "ICE Jr" for the energy and enthusiasm they demonstrated for this study, and to thank them for welcoming me into their classrooms and lives. I would also like to acknowledge the Edmonton Public School Board who enabled me to conduct this study.

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List of Abbreviations

CCEP	City Center Education Project
DPA	Daily Physical Activity Initiative
ESL	English as a Second Language
GOAL	Going for Goal Program
GPA	Grade Point Average
ICE Jr	Inner-city Elementary/Junior High school
NRCIM	The National Research Council and Institute of Medicine
PE	Physical Education
PYD	Positive Youth Development
SES	Socio-Economic Status
SUPER	Sports United to Promote Education and Recreation
TGfU	Teaching Games for Understanding
TPSR	Teaching Personal and Social Responsibility Model
US	United States

Chapter 1 – Introduction

A Day in an Inner-City Elementary/Junior High School

One Friday afternoon my phone rang while I was in a seminar. I looked at the number and it was the undergraduate student who was working with me at the Inner-city Elementary/Junior High School (ICE Jr). I turned the ringer off and let my voicemail answer, assuming that something had come up. Either way, it could wait. School was over for the day by the time I got out of the seminar, so although the message was probably no longer relevant I checked my voicemail to see what she had to say:

> Zoë, hi, it's me. Um, there's a bit of a problem at the school. I think there's a dead body in the field. I don't know what's going on or if I should stay or what… I'm not sure what to do…

I guess this was one time I really should have picked up my phone.

Not an hour later, I was still at the University and trying unsuccessfully to return the call. By this point I felt like I was playing a game of Clue©: was Colonel Mustard in the billiard room with the lead pipe or maybe Professor Plum in the kitchen with the candlestick? Actually, it was "Mr. Body", a boy about fifteen or sixteen years old who had overdosed on some undisclosed substance and had passed out on the basketball tarmac at the school. Thankfully he wasn't actually dead, though it was an easy assumption to make, what with apparently 40 or so children poking him with sticks and yelling in his ear to no avail. One little girl went so far as to take Mr. Body's hat off his head where she found a quarter, which she kept.

I asked myself what I would have done had I been a grade five student going out to play basketball one sunny afternoon in April only to find that a dead body was in the way. I think the last thing I'd have done is say to my friends "I get Mr. Body's shoes!" Honestly, I probably would have ran screaming back into the school and refused to ever play basketball again, at least on that tarmac. There's a reason I never went into medicine and that was the idea of having to work on dead bodies. So while it's true that I might be one extreme, I think the kids at ICE Jr fell to the other equal and opposite extreme: complete desensitization. This was true not only for dead bodies, but also a variety of things that are associated with living in poverty and the inner-city; prostitutes, drug dealers, gangs and homelessness are all things these kids had to cope with in their day-to-day lives, but also things at which they would hardly bat an eyelash.

* * *

Context and Rationale

The current study is drawn from a larger investigation that examined the potential for positive developmental experiences that may be achieved through school children's involvement in Physical Education (PE) and extra-curricular sport programs in an inner-city neighbourhood. This study specifically focused on the role of teachers and other school staff in providing and delivering PE and sport programs, whereas the larger study also included children's data.

It is particularly important to examine the delivery of programs such as PE and sport because developmental psychologists have reported an association between children's participation in high quality structured programs and positive developmental outcomes (Eccles, Barber, Stone & Hunt, 2003). Unfortunately, structured recreational opportunities for youth from low-income inner-city neighbourhoods are often lacking (Hellison, 2000a).

Although PE and extra-curricular sport are distinct contexts, similarities have been found in terms of positive benefits experienced by youth through their involvement in these activities. For example, researchers have shown that children engaged in organized structured activities including both PE (e.g., Morgan, Kingston, & Sproule, 2005) and extra-curricular sport (e.g., Lowe Vandell, Shernoff, Pierce, Bolt, Dadisman, & Bradford Brown, 2005) reported higher levels of intrinsic motivation, effort and concentration than children who were not similarly involved. Consequently, children's development may be enhanced by appropriately structured PE lessons and extra-curricular sport programs.

The potential developmental benefits arising from PE and sport programs may be influenced by societal factors such as poverty, crime, and unemployment (Chen, 1999). Socioeconomic issues also appear to influence teachers' actions. For example, teachers at 'white collar' schools focused on academic excellence whereas teachers at 'blue collar' schools focused on discipline and control of student behaviours (Page, 1987). It is important to understand more about PE, as well as sport programs, that are provided by schools located in the inner city and the variables that influence the provision of these programs.

Extra-curricular sport is also an important context as demonstrated by reports from youth from the United States (US). Participation in these activities during high school has been related to a number of positive developmental outcomes, such as a decreased likelihood of school dropout (McNeal, 1995), improved grade point averages (Marsh & Kleitman, 2003), and higher rates of college attendance for low achieving and working class males (Eccles et al., 2003). Participation in extra-curricular sport has also been associated with adolescents' reduced involvement in negative behaviours such as use of illegal drugs (Pate, Trost, Levin, & Dowda, 2000), smoking (Melnick, Miller, Sabo, Farrell, & Barnes, 2001; Rainey, McKeown, Sargent, & Valois, 1996), as well as safer sexual practices (increased use of contraceptives, lower rates of sexual experience, fewer partners, later age of intercourse, and fewer past pregnancies. Sabo, Miller, Farrell, Melnick, & Barnes, 1999). These studies suggest that high school aged youth can experience numerous benefits from participation in extra-curricular sport. However, very little is known about the provision and delivery of extra-curricular sport programs for younger adolescents prior to high school. Furthermore, little is known about the results of participation in extra-curricular sport within a Canadian context, as all of the aforementioned studies were conducted within the US.

PE and extra-curricular sport programs are not always associated with positive developmental outcomes (Petitpas, Van Raalte, Cornelius, & Presbrey, 2004; Petitpas, Cornelius, Van Raalte, & Jones, 2005). For example, in the US, participation in high school extra-curricular sports has been associated with reports of high levels of stress (Larson, Hansen, & Moneta, 2006), as well as increased alcohol use (Eccles & Barber, 1999; Garry & Morrissey, 2000), and reports of an increased likelihood of speeding and failure to wear a helmet when bicycling or riding a motor bike (Baumert, Henderson, & Thompson, 1998). In addition, extra-curricular sport involvement has been associated with negative experiences for youth including negative peer interaction and inappropriate adult conduct, such as pressuring youth to engage in morally questionable behaviours (Hansen, Larson, & Dworkin, 2003).

Ultimately, there is a lack of robust evidence regarding the impact of youth sport participation on positive development (Morris, Sallybanks, Willis, & Makkai, 2003). Further research is needed that examines the processes through which organized programs influence positive experiences. Subsequently, the current study was designed to be sensitive to the processes surrounding both positive and negative developmental experiences and outcomes and the manner in which they may be created through the provision of PE and extra-curricular sport.

Societal values, the context and situations in which children are developing, and individual characteristics may all influence positive developmental outcomes for youth, which highlights the importance of examining diverse populations over time (Lerner, Brentano, Dowling, & Anderson, 2002). Research examining the benefits of PE and extra-curricular sport has typically been conducted with Caucasian participants from middle-class neighbourhoods, the findings from which may not be applicable to an inner-city, culturally diverse population (Hellison, 2000b). The limited studies that have examined the effects of participation in organized activities among disadvantaged youth typically have not examined what aspects of these programs make them effective, and therefore more information is necessary in order to enable researchers to understand development across contexts and enable practitioners to create effective programs for this population (Larson, Jarrett, Hansen, Pearce, Sullivan, Walker, Watkins, & Wood, 2004). However, positive results have been associated with engagement of disadvantaged youth in non-sport organized activities (Larson et al., 2004).

Finally, researchers have acknowledged the need for collaborative research among universities and communities in terms of PE and sport, especially for those communities where youth are an underserved population (e.g., Cutforth, 2000). Therefore, through communication between my supervisor, Dr. Holt, and members of the inner-city Edmonton neighbourhood that was studied, the current study was able to adopt a collaborative perspective that had the potential to reveal new insights and understandings of inner city school children's experiences of PE and sport. This collaborative approach enabled Dr. Holt and his colleagues to obtain funding from the Alberta Centre for Child, Family, and Community Research to complete this study.

Purpose and Research Questions

The overall purpose of this study was to examine ways in which teachers and other school staff provided PE and extra-curricular sport programs to youth attending an inner-city school, with a view to understanding more about how to promote positive developmental outcomes. Four inter-related research questions were pursued:

1. What are the characteristics of the neighbourhood and the school context, and how may these characteristics influence students' experiences?
2. How do teachers and other school staff attempt to structure and deliver the PE and extra-curricular sport programs provided by an inner city Edmonton school?
3. What are the perceived barriers and opportunities for teaching positive developmental outcomes through PE and extra-curricular sport programs in an inner city Edmonton school?
4. What types of psychosocial outcomes do teachers and school staff associate with children's participation in PE and extra-curricular sport activities?

Chapter 2 – Literature Review

The current study examined ways in which teachers and other school staff provided Physical Education (PE) and extra-curricular sport programs to youth attending an inner-city school. These are particularly salient issues as fewer than half of Canadian children between the ages of 5 and 17 are sufficiently active to achieve optimal health and development (Craig, Cameron, Russell, & Beaulieu, 2001)). Children's lack of physical activity is a cause for concern in Canada because approximately 4% of children are obese and 15% are overweight (Canadian Fitness and Lifestyle Research Institute, 2006). A recent survey of 34 nations ranked Canada within the top five countries for prevalence of overweight and obese youth, preceded by Malta, the United States, Wales and Greenland (Janssen, et al., 2005). In addition, higher levels of overweight and obesity were associated with lower levels of physical activity.

Another concern is that sedentary activities do little to enhance cognitive, emotional or social development (Eccles & Gootman, 2002). These problems are especially prevalent for children from low-income families (Cragg, Cameron, Craig, & Russell, 1999). Often children in low-income neighbourhoods have reduced access to facilities, decreased levels of physical activity, and increased overweight compared to children in higher-income neighbourhoods (Cragg et al., 1999; Gordon-Larsen, McMurray, & Popkin, 2000). It is important then to study the influence of physical activity involvement on positive development for youth who may be exposed to higher levels of sedentary activities.

Increased levels of sedentary activities have also been associated with higher levels of overweight and obesity for children in Canada. A study conducted with grade five students in Nova Scotia examined health, nutrition and lifestyle factors associated with the prevalence of overweight and obesity (Veugelers & Fitzgerald, 2005). The Children's Lifestyle and School-Performance Study was comprised of health, nutrition and lifestyle surveys administered to students, parents and school principals in Nova Scotia, as well as measurements of child participants' height and weight. Results indicated that parent educational attainment and average neighbourhood income were negatively associated with levels of overweight and obesity among children. In addition, the authors reported that higher levels of activity were associated with lower levels of overweight and obesity and that increased frequency of scheduled PE classes were associated with a higher likelihood of normal weight. Veugelers and Fitzgerald also reported that the results presented by the Children's Lifestyle and School-Performance study supported daily physical activity policies, such as Alberta's Daily Physical Activity Initiative:

> In terms of school environment, the association between obesity levels and frequency of physical education classes was striking. This finding supports policies that increase the frequency of physical education classes, such as those recently announced for all elementary schools in Alberta (p. 611).

According to developmental psychologists, participation in high quality programs during leisure times is associated with positive development for youth (Eccles et al., 2003). School based programs provide opportunities for involvement to youth from low-income neighbourhoods where needs are often not met at a community level (Eccles & Gootman, 2002). PE and extra-curricular sport programs can provide students with positive development experiences in two distinct contexts.

School PE classes have been thought to be a vehicle to provide necessary activity levels to children and youth (Pangrazi, Corbin, & Welk, 1996). However, the question of 'what is PE?' is difficult to answer. As a discipline, PE has a history of competing and changing definitions, that vary by individual school and ultimately no single definition is considered gospel. Early definitions of PE circa 1800 included that PE focused on children's education about their physical body and how to exercise the body and did not focus on psychological and social variables; testing of individuals' physical fitness within the context of PE followed shortly thereafter (US Department of Health and Human Services, 1998). Throughout the last two hundred years the focus of PE has changed to include a varied focus on the health benefits that can be achieved through physical education (US Department of Health and Human Services, 1998), as well as some PE programs that adopt a more holistic view of child development, such as TGfU programs, where values beyond physical health are promoted (Butler, 2006). Although PE has previously been declared as a "non-academic" discipline (Cassidy, 1965, p. 14), PE is a course that is mandatory for approximately 95% of schools in the United States and in nearly 67% of these schools PE is a qualifying course for academic distinction programs, such as honour roll (Pate, Small, Ross, Young, Flint, & Warren, 1995). Generally, research emphasizes that PE is comprised of physical activity or "any bodily movement causing energy expenditure" (Sirard & Pate, 2001, p.445). Physical activity within the context of PE is typically achieved through traditional sports experiences where, similar to the roots of PE, physical fitness is the measured outcome (Pate et al.). Recently, however, there has been a shift in focus from the physical dimension as demonstrated by fitness outcomes to acknowledging the importance of regular physical activity (US

Department of Health and Human Services), which is demonstrated by the Daily Physical Activity (DPA) Initiative that was recently mandated by the Alberta Government (Alberta Government, 2007). Interestingly, Pate et al. (2001) reported that in general students are not exposed to a sufficient level of PE and subsequently outcomes of PE classes do not reflect national health goals.

Although the definition of sports can vary depending on specific cultural and social contexts, according to Coakley (2001), a definition that is generally used by sociologists as a means of distinguishing sports from other activities is that sports are "institutionalized competitive activities that involve rigorous physical exertion or the use of relatively complex physical skills by participants motivated by personal enjoyment and external rewards" (p. 20). This definition moves beyond simply the physical nature of sport to include psychological and social domains. Although this definition gives priority to organized sports, it also accurately represents the extra-curricular sports referred to in the current study.

The positive benefits that youth are thought to experience through their involvement in both PE and extra-curricular sport are similar. Student motivation to participate in PE has been examined through the comparison of three teaching styles: the command/practice style, the reciprocal style, and the guided discovery style (Morgan et al., 2005). The command/practice style emphasized that teachers were the decision makers and student were to follow the prescribed tasks appointed by the teacher. The reciprocal style emphasized the student's role in decision making by pairing students together where one student acted as instructor and the other as student. The third style, the guided discovery style, focused on teachers helping students to discover a specific target goal. Interestingly, higher levels of intrinsic motivation, as well as more adaptive cognitive and affective responses were associated with both the reciprocal and guided discovery teaching styles. These styles emphasized personal improvement rather than competition and comparison with peers. Similarly, intrinsic motivation, effort and concentration have been found to be higher among children when participating in organized structured activities (e.g., sports) than while engaged in less engaging activities, such as watching television (e.g., Lowe Vandell et al., 2005). These studies indicated that appropriately structured PE lessons and extra-curricular sport programs can positively influence the physical and psychosocial development of youth.

Issues Facing Children in the Inner City

Quality of life suffers when a high proportion of families in one area suffer from similar problems, such as poverty, crime, and unemployment (Earls & Carlson, 2001). Specifically, these issues surrounding life in an inner-city environment can contribute to an unfavourable learning environment for students from these neighbourhoods (Chen, 1999). A study conducted by Duncan, Duncan, Strycker and Chaumeton (2002) examined neighbourhood demographics, such as income and race, in relation to physical activity. Surveys were administered via interviews with 360 families (one parent and one child between the ages of 10 to 14 were interviewed from each family) across 56 neighbourhoods. Results from this study indicated that families with higher average incomes perceived more opportunities for physical activities within their neighbourhoods. Participants from affluent neighbourhoods also reported lower levels of neighbourhood problems and higher social cohesion between neighbours than did participants from lower income neighbourhoods. In addition, poverty stricken neighbourhoods were less likely to have Caucasian residents.

In addition to neighbourhood issues families from low-income multi-ethnic neighbourhoods have also been reported to experience scholastic disadvantages, and little research has been conducted with the aim of improving the educational experience of these students (Ladson-Billings, 1995). Research has acknowledged that the traditional approach to teaching PE seems to be failing within an inner-city context (Chen, 1999). Through efforts to obtain a sense of control in the classroom, many teachers have lost their control over the content of what they teach. Ladson-Billings (1995) examined the variables associated with educational success in a multi-ethnic elementary school through a qualitative ethnographic study where eight teachers were interviewed, observed and videotaped over the course of two years. Subsequently, the teachers came together as a "research collective" (p. 472) to examine culturally-relevant pedagogy. From the findings of this study, it was apparent that multi-ethnic students can experience educational success. However, it was the responsibility of the teacher to educate students in a culturally sensitive environment with a meaningful curriculum that not only incorporated student cultures, but that could also extend beyond the classroom to embrace the community from which the children came from. Ladson-Billings further argued that through the acknowledgement and incorporation of culturally-relevant practices multi-ethnic students within urban communities can succeed.

The social circumstances experienced within inner-city neighbourhoods can influence the curriculum. For example, Page (1987) conducted a qualitative study with two schools where parental occupation was dichotomized as either 'professional' or 'skilled worker.' Page reported that the difference in employment category was also reflective of differences in parental education; professional parents had attained a higher level of formal education than those parents who were skilled workers. The perceived culture of belonging to either a 'white collar' or a 'blue collar' school was evident in the curriculum at the schools. According to the teachers, the demands placed on the students at the white collar school regarding education were high academic standards and a "college campus atmosphere" (p. 90) whereas the teachers believed that the demands placed on students at the blue collar school consisted of higher discipline and practical or skills-based education. Educational programs provided at these schools incorporated the cultural values of each context to create diverse curricula. The results also demonstrate the influence social characteristics can have on actual delivery of education.

Purkey and Rutter (1987) examined the differences in practices and attitudes of public school teachers in urban versus suburban schools. The authors obtained supplemental data for 10 307 teachers who had participated in the 1982 'High School and Beyond' survey. The results from this study indicated significant differences in teachers' practices and attitudes based on institutional context. Urban schools that primarily enrolled an economically disadvantaged minority population offered vastly different educational experiences to their suburban counterparts that served an economically advantaged primarily Caucasian population. Specifically, urban school teachers spent more time focusing on controlling students and maintain a higher emphasis on basic course work than did suburban school teachers. Urban schools also maintained higher enrolment per classroom than suburban schools, placing increased instructional demands on teachers in this environment. Teachers from urban schools also reported a lack of resources that they felt negatively impacted the learning environment for students, as well as a lower level of influence regarding both classroom and school policies and practices than did suburban teachers.

Similar results have been demonstrated in research concerning the delivery of PE in inner-city schools (e.g., Ennis, 1995; Ennis, Cothran, Davidson, Loftus, Owens, Swanson, & Hopsicker, 1997). In a qualitative ethnographic study Ennis (1995) examined urban school PE classes in the US. Through observations and interviews with 10 PE teachers, she found that the scope of instructors' educational goals for their students was increasingly less focused on a skill-based curriculum, and that the need for activities simply to motivate students or to maintain order within the classroom was increasing. In addition, instructors' generally placed the responsibility for student non-compliance on the students themselves, and argued the position that learning was the responsibility of the student. Difficulties among urban PE classes included various forms of student non-compliance, such as refusing to dress appropriately for class, not listening to teachers and problems with students coming and going from the gymnasium without permission. However, cultural sensitivity was not a priority within the curriculum for these urban and multicultural PE classes. Ennis argued that the curriculum itself was created for a male middle-class Caucasian population within which minority students (i.e., students of colour and students from a low SES background) were in a distinct disadvantage. PE for these students, it was argued, had little relevance to their daily lives and so lacked meaning, which resulted in their non-compliant behaviours.

According to Ennis et al. (1997) the situational contextual variables observed in PE programs can influence students' acceptance of PE programs and can be a reflection of broader aspects surrounding children's learning environments. To examine this, Ennis et al. conducted an ethnographic study where 21 urban school students and PE teachers from six locations were interviewed and observed. Outside of school students experienced a high level of fear. The authors felt that students brought their fear into their learning environment. An environment of fear also influenced the PE curriculum which focused on safety and a reduction of negative behaviours. The urban school environment studied in this study was equated to a prison whereby the classroom focus was no longer on education, but on forced participation and compliance. A major problem within the PE programs at these schools was the maintenance of a curriculum that students rejected because they felt it lacked relevance to their lives beyond the classroom.

The effects that specific contexts may have on the teaching environment were highlighted in a review article by Talbert, McLaughlin, and Rowan (1993). Teachers were believed to experience unique challenges when teaching a transient, English as a second language (ESL) population who was not motivated to participate. The authors suggested that qualitative research be conducted within specific educational settings, such as an urban school environment, with small samples to examine the influence of contextual variables on the educational environment. The purpose of conducting such qualitative research would be to learn what conditions enable and constrain the delivery of PE.

Taken together, the findings reported in the preceding sections highlight the importance of being sensitive to contextual variables that may influence children's experiences within a school setting. Furthermore, several studies (e.g., Ladson-Billings, 1995; Page, 1987; Talbert et al., 1993) highlighted the importance of understanding how teachers deliver instructional programs as procedures seem to vary across different types of contexts. Particularly, unique findings have been attributed to teachers in inner city schools, which emphasize the relevance of the current study. It also seems that research is necessary that attempts to understand the delivery of PE, as well as sport programs, within a Canadian inner-city context.

PE Programs for Disadvantaged Youth

Some researchers have responded to the challenges of providing PE and sport programs for inner-city children by developing new theoretical frameworks that help to guide program design and implementation. For example, Hellison developed the Teaching Personal and Social Responsibility model (TPSR; 2000a; 2000b). In fact, from origins in PE, Hellison's model expanded to focus more broadly on physical activity programming for underserved children and youth. Hellison acknowledged that children and youth from inner-city neighbourhoods often receive less program funding and subsequently have fewer options for positive activity experiences (2000a). According to TPSR the major factor in the success of physical activity programs for children lies in the relationship established between the program leader and the youth participants; without the establishment of this rapport, the rest of the program does not matter (Hellison, 2000b). Additional features of the TPSR model include a shift within program delivery from a physical activity focus to the inclusion of life skills and self-development, as well as a shift to enable youth the opportunity for responsible action. According to Hellison (2000b), youth are most attracted to programs that incorporate the values addressed by the TPSR model.

Despite its laudable aims, there are some areas of confusion associated with the development of the TPSR model. For example, although Hellison (1993) proposed five specific goals (self-control and respect, teamwork, self-coaching, coaching, and outside the gym), there was a degree of overlap between these goals. For example, Hellison explained that the teamwork goal included the demonstration of "respect for the rights of others to participate fully" (p. 69) which is also a feature of the respect goal. Another difficulty in evaluating the TPSR model is that its main tenets have been modified across different types of programs. For example, it has been employed in an after school 'Coaching Club' context for youth aged 10-14 years (Hellison, 1993) as well as a teaching apprenticeship program for youth for aged 14 to 21 years (Cutforth & Puckett, 1999). These are both extended day programs delivered to youth from inner-city neighbourhoods in the US with the intention of both providing opportunities for positive developmental experiences and preventing negative behaviours, such as violence, drug use and sexual activity (Hellison, Martinek, & Cutforth, 1996). Whereas the programs were broadly based on TPSR, they varied based on the specific contexts and aims of the individual programs. As such, it is difficult to draw conclusions about the TSPR model from evaluations of these different adaptations.

It is also important to examine empirical evidence of TPSR since most data have been drawn from narrative reviews (e.g., Hellison, 1993; Hellison, 2000a; Hellison et al., 1996). For example, Hellison and Wright (2003) examined longitudinal data concerning retention rates of inner-city youth within the Coaching Club and teaching apprenticeship program in the US. The authors analyzed retention data for 78 youth spanning a nine year period. In addition, analysis of documents was conducted including student evaluations of the program in the format of both open-ended questions and multiple choice questions, as well as students' written statements regarding their experiences of participating in the programs. Results demonstrated that the programs were only minimally effective in keeping youth involved. Within four years of the implementation of the Coaching Club program only six of the initial 78 participants remained involved, and by the ninth year, only one participant was still involved with the program. Similar results were observed for the apprentice teacher program; of the original 13 participants, by the fourth year of the study, only one participant remained. However, student responses generally reported sport benefits of participating in the program, such as increased basketball skills, as well as personal improvements, such as a heightened sense of empathy and responsibility. Unfortunately, the brief written responses on which these conclusions rest likely do not have the depth, detail, and meaning normally associated with qualitative findings (cf. Patton, 2002). Overall, these data should be regarded as preliminary findings that highlight potential strengths and weaknesses of two applications of the TPSR model within an inner-city context.

The Coaching Club was also compared to student school day experiences in a mixed method design (Walsh, 2007). This study was conducted in an inner-city neighbourhood with nine grade four and five African American students. Participants reported wanting to attend both their school day programs as well as the Coaching Club. Participants felt safe and supported in both environments and both school and the Coaching Club were reported to influence positive community involvement. While the participants believed that the Coaching Club helped them to develop better sport-specific skills, comments supporting the involvement of the TPSR model in participants' development were limited. The school was reported to be an environment where participants learned what they believed were more important things and participants' comments emphasized the involvement of TPSR goals associated with school experiences. The author concluded that physical activity programs for youth need to have a stronger focus on life skills in order to further enhance youth development.

Kahne et al. (2001) used a multi-method approach incorporating both questionnaires and interviews to compare youth development between regular school activities and across three extended day and sport programs among African American youth in grades six through 10. After school time for students in this study was considered the time when they were most at risk. Therefore, after school programming was theorized to potentially promote responsibility, provide safe alternative opportunities to risk behaviours, as well as provide youth with positive support for development. However, this study did not specifically examine the TPSR model. Students were asked to self-assess their school day and after school experiences with the purpose of examining possible differences and similarities between the two contexts. Students rated the quality of school day programming and after school programming similarly, although after school programming received higher ratings as a context for the experience of positive affect. In addition, after school programs were found to provide an additional source of support for those students who did not rate their school day programs highly; this was especially true for African American boys. The authors concluded that the supports and opportunities provided in after school programming varied based on the programs themselves.

In an investigation similar to the current study, Cutforth and Puckett (1999) used ethnographic techniques to examine principles and processes associated with an apprentice teaching program that utilized the principles of the TPSR method. The apprentice teaching program was an extension of the previously mentioned Coaching Club, in which all of the participants of this study had been involved. Observations and interviews were conducted with 11 students who were 14 years old and who were recruited to teach basketball to younger children attending a five week summer sports camp. Within an academic arena, these students had previously been characterized as problematic underachievers. The results of this study demonstrated participants' development of increased responsibility through attendance and contributions to the program. In addition, the apprentice teachers developed a heightened belief in the possibility of attending an institution of higher education after their exposure to such a setting. They also developed more self-confidence and interpersonal skills, as well as a sense of their own ability to positively influence the lives of others. Overall, the results of this study confirm the importance of encouraging schools to programs that utilize physical activity settings, such as the apprentice teacher program, to help youth experience positive developmental outcomes.

Some adaptations of the TPSR model have been shown to be ineffective with inner-city youth. For example, in one evaluation study, Martinek, McLaughlin, and Schilling (1999) examined an after school program called Project Effort. Based in a low-income community, Project Effort sought to teach 35 elementary school students from a low SES neighbourhood in the US resiliency through responsibility using physical activity programming and in-school mentoring. The authors conducted informal interviews with teachers, as well as collected objective information regarding grades, number of reprimands and office referrals per week for each student participant. The authors reported that several of the TPSR goals were difficult for many of the participants to attain (e.g., self-control, respect, and the ability to be caring and sensitivity for the feelings of others). The authors concluded that Project Effort was not effective in "reaching" all participants due to the limiting role of family and societal circumstances, such as an unstable home life and poverty, regarding the effectiveness of the program for many inner-city youth.

The research described above provided some preliminary evidence regarding the importance of examining PE and extra-curricular sport program delivery and their potential to influence for inner city children. However, evidence for the benefits of TPSR adaptations is limited. Furthermore, given that TPSR is essentially an intervention, these studies are limited by the absence of experimental or quasi-experimental designs to establish the specific impact of the intervention on the psychosocial development of youth. The current study did not assess the TPSR model. In fact, the school in question did not follow a specific curriculum for positive development such as the TPSR model, but followed a school that followed the general Provincial curriculum. Consequently, there may be broader implications for results of this study than for research limited to the evaluation of a single program model.

Sport and Positive Development

In addition to school-based and after school programs such as TPSR, researchers have also examined the potential for positive developmental outcomes associated with participation in youth sport. These studies have attempted to determine correlates of youth sport participation almost solely through cross-sectional designs with adolescents from the US. Examining the influence of extra-curricular sport on youth development is important because, as has been demonstrated with youth from the US, involvement in such activities throughout high school has been associated with numerous positive outcomes. For example, McNeal (1995) collected data from 14,249 high school students regarding their participation in various extra-curricular activities, including sports, art and academic programs, as well as examining high school dropout among this population. Of all the extra-curricular activities examined, only athletic programs were significantly negatively associated with school dropout, demonstrating a reduction in the possibility of students dropping out of school by 40%.

A study conducted by Marsh and Kleitman (2003) examined high school sport participation in relation to academic achievement. Questionnaires were administered to 4,757 high school students. Athletic participation was positively associated with a number of academic outcomes including higher grade point averages and educational aspirations. Similarly, Eccles et al. (2003) found that sport participation for high school students was associated with higher rates of college attendance for low achieving and working class males. Sport activities were suggested to perhaps be one avenue through which youth were able to experience the internalization as a successful individual in an academic institution (Eccles et al., 2003).

Participation in extra-curricular sport has also been associated with a reduction in adolescents' involvement in negative activities. For example, results from a study conducted by Pate et al. (2000; n=14,211 high school students) demonstrated a negative relationship between sport participation and use of illegal drugs. Rainey et al. (1996)

examined team sport participation and tobacco use among 7,846 students in grades nine through 12 and found that the highest rates of smoking behaviours were among the sedentary non-athlete participants. Similar results were demonstrated by Melnick et al. (2001), who administered questionnaires to 16 262 high school students and found a negative association between sport participation and smoking.

Safer sexual practices have also been found to be associated with sport participation. Sabo et al., (1999) administered questionnaires and conducted interviews with 612 families with children between the ages of 13 and 16. For both male and female adolescents, sport involvement was negatively associated with sexual activity, such as age of intercourse and number of partners. Athletes also reported increased use of contraceptives and fewer past pregnancies.

Research has also sought to establish connections between sport participation and positive outcomes. Adolescents have reported that involvement in sport enabled them to learn important life skills such as responsibility, the importance of effort, hard work and perseverance for achievement (Dworkin, Larson, & Hansen, 2003; Eder & Parker, 1987; Fredericks, Alfeld-Liro, Hruda, Eccles, Patrick, & Ryan, 2002). Similarly, a qualitative study conducted with 41 youths in grades 9-12 and their parents and teachers demonstrated that participation in sport was an important vehicle for teaching youth values such as responsibility, teamwork and discipline (Fredericks et al., 2002). Not only were these skills present in their athletic activities, but youth reported a carry over of these lessons to other aspects of their lives. Athletes have also been found to demonstrate greater levels of leadership ability than non-athletes (Dobosz & Beaty, 1999).

Additional life skills reported to be acquired through sport involvement include learning how to set realistic goals, discipline, and teamwork (Dworkin et al., 2003; Fredericks et al., 2002). Fifty-five student athletes between the ages of 14 and 18 who participated in various focus groups reported an association between their sport involvement and their growth experiences across a number of domains, such as the development of initiative and strategies for the regulation of emotion (Dworkin et al., 2003). In addition, these students reported that the growth processes they experienced were, in part, a result of their own individual action; these student athletes were active agents in their own development.

Several studies have shown sport participants report higher self-esteem than non-sport participants (e.g., Barber, Eccles, & Stone, 2001; Bowker, Gadbois, & Cornock, 2003; Brettschneider, 2001; Pedersen & Seidman, 2004; Rees, Howell, & Miracle, 1990; Richman & Shaffer, 2000; Tracy & Erkut, 2002). For example, Barber et al. (2001) showed that self-esteem was found to have a significant linear increase when associated with athletic participation for approximately 900 athletes who participated in a longitudinal study beginning in their grade 10 year of high school and continuing for two years post high school graduation. A study conducted by Bowker et al. (2003) found females who participated in higher levels of recreational sport demonstrated significantly higher levels of general self-worth than females who only reported low levels of recreational sport participation or those females who reported higher levels of competitive sport participation. Self-esteem has been found to be positively influenced by involvement in a sport club (Brettschneider, 2001), as well as through participation in team sport (Pedersen & Seidman, 2004). The relationship between sport and self-esteem has been found to be highest for males, with African American females showing the lowest correlation (Tracy & Erkut, 2002). While sport can have a greater positive influence on females' self-esteem earlier in life than for males, the benefits males experience to their self-esteem from sport involvement are longer lasting than they are for females (Brettschneider, 2001). Moreover, researchers (e.g., Frederick-Recascino & Schuster-Smith, 2003) have demonstrated that different types of sport involvement (e.g., recreational versus competitive; team versus individual) may be associated with different types of experiences.

Participation in sport has also been demonstrated to positively influence symptoms of depression. Boone and Leadbeater (2006) conducted a cross-sectional study that examined the influence of positive sport experiences on depressive symptoms. Questionnaires were administered to 455 Canadian high school students, grades eight through 10, during regularly scheduled PE classes. While the questionnaire measured a number of variables including depression, body dissatisfaction and total involvement in sport, additional items also inquired about the frequency of both positive and negative experiences youth experience while engaged in sport. Results from this study suggest that positive sport experiences can reduce feelings of body dissatisfaction and enhance social acceptance.

Participation in athletic activities is also influential to adolescent identity development and social connection. Belonging to a team can provide individuals with a sense of belonging to a special cohort (Eder & Parker, 1987) and can provide youth with the opportunity to meet new people outside of their regular peer group (Dworkin et al., 2003; Patrick et al., 1999) and to develop their communication skills (Dworkin et al., 2003). Social isolation has also been found to decrease with higher levels of athletic participation (Barber et al., 2001). Athletic skill can also positively influence peer status (Landers-Potts & Grant, 1999). Male athletes and cheerleaders are often regarded as the standard of comparison for peers with regard to fashion and student culture (Eder & Parker, 1987). Through in-depth observations and informal conversations with individuals from 12 peer groups attending one high school, Eder and Parker revealed that the general student body viewed male student athletes as students who held the key to social opportunities. Male athletes also felt that a desirable social standing was bestowed upon them due to their involvement in school athletics. This was also the case for cheerleaders, who were present at male athletic events and therefore high profile and worthy of belonging to the elite social group of male athletes. Female athletes in this study, however, reported not receiving the same support and peer status for their athletic involvement as their male counterparts. For many adolescents, an individual's perceived popularity has been shown to be directly influenced by their participation in athletic activities (Melnick & Sabo, 1992).

Sport involvement has been demonstrated to be influential in academic and employment outcomes. A consistent positive association has been found for involvement in sport activities, both team and individual, and academic achievement (Guest & Schneider, 2003; Jordan, 1999; Marsh & Kleitman, 2003). For example, examination of a two-year life skills program for inner-city high school athletes demonstrated increased academic success in the form of increased grade point averages (GPA) over the course of the study, as well as higher SAT scores and increased number of applications to institutions of higher education (Petitpas et al., 2004). Maintaining an athletic identity had the strongest impact on GPA for students from lower SES schools where academic expectations for students was low (Guest & Schneider, 2003). Positive associations between being identified as athletic and academic achievement were most notable in schools from a middle SES context. Academic achievement has been found to be significantly associated with team sport participation for African American students, and, although results were non-significant, the influence of sport participation on academic self-confidence was greater for African American team sport athletes, and Hispanic athletes who participated in both individual and team sport (Jordan, 1999). In general, students who participated in athletics reported higher academic ambitions (Guest & Schneider, 2003), and, except for team sport participants, also engaged in more homework behaviours than their non-participating peers (Marsh & Kleitman, 2003).

As mentioned previously, sport participation has not always been associated with positive outcomes. For example, a follow-up study to Dworkin et al.'s (2003) qualitative investigation was conducted with 450 students in grades 9-12 using the Youth Experience Survey questionnaire (Hansen et al., 2003). Students were asked to self-report experiences associated with different contexts, including sports, performance and fine arts activities, involvement in community organizations, faith-based activities and academic and leadership activities. Results showed that sport involvement was associated with positive outcomes, such as higher levels of emotional regulation than involvement in other extra-curricular activities. However, findings also demonstrated that sport involvement was associated with a higher level of negative experiences, such as negative peer interactions and inappropriate adult behaviours, compared to involvement in other activities.

Sport participation has also been associated with risk behaviours. A longitudinal study conducted by Eccles and Barber (1999) utilized self-administered questionnaires to examine activity involvement, including team sport participation, as well as risk behaviours for students from grade six, throughout high school, continuing until participants' were 25 to 26 years old. Regression analyses of data collected throughout this study demonstrated that involvement in team sports in grade 10 significantly contributed to risk behaviours, such as increased alcohol use and getting drunk, throughout the high school years.

A study conducted by Baumert et al (1998) examined the difference in health related behaviours for high school athletes and non-athletes. The Hughston Evaluation of Adolescent Lifestyle and Teen Health-Risk survey was administered to 6,849 students in grades nine through 12. Athlete status was granted to all participants who indicated that they had been involved in organized sport outside of regularly scheduled PE classes. Among this sample, athletes reported speeding at least 10 mph over the speed limit more than non-athletes and also reported not wearing a helmet when riding a bicycle or motorcycle more often than non-athletes.

These studies suggest that a number of benefits and possible negative consequences have been associated with participation in extra-curricular sport for high school students. Unfortunately, they do not discuss the process through which these outcomes develop. In fact, little research has been conducted in the specific techniques used by coaches to foster positive outcomes. Research has shown that coaches are often unable to articulate the manner in which they teach life skills to athletes (McCallister, Blinde, & Weiss, 2000). According to anecdotal evidence reported by the chair of the

National Association for Sport and Physical Education (Jones, 2004), effective coaching rests upon the development of a coaching philosophy that aims to teach positive values to athletes through their involvement in sport. In fact, she states that it is the responsibility of the coach to teach her athletes life skills, which she believed would endure regardless of winning or losing. Modeling of ethical behaviours was one reported method of teaching life lessons, such as character development. In addition, Jones emphasized the importance of coaches discussing both appropriate as well as inappropriate behaviours. Finally, Jones highlighted that a coach must develop a code of conduct for her team and to provide opportunities for athletes to practice positive behaviours.

One study that has been conducted examined the techniques employed by 10 coaches who were deemed to be outstanding due to their exceptional percentages of wins (overall average of 76.6%) and who were all finalists for the National Football League's "Coach of the Year" program (Gould, Collins, Lauer, & Chung, 2007). Interviews were conducted with participants regarding their coaching philosophy, coaching style, and the goals and strategies for the life skill development of their athletes. Results from this study indicated that coaches tried to incorporate the teaching of life skills with athletic skill acquisition in an individualized manner. Coaches would focus on each athlete individually and provide athlete dependent reinforcement and motivation. Coaches also reported the importance of having consistently high expectations and reprimanding negative behaviours, but also the importance of coaches demonstrating care for their athletes as people. In addition, the coaches emphasized the importance of developing positive relationships with athletes.

Very little is known about the provision and delivery of extra-curricular sport programs, especially for younger adolescents prior to high school. In addition, as all of the previously mentioned studies were conducted with a US population, little is known about the results of participation in extra-curricular sport within a Canadian context. Many of these studies are also cross-sectional and therefore cannot explain what is going on or why, and cannot show causality (e.g., Marsh & Kleitman, 2003).

Research that examines life skills and sport involvement suffers from potential measurement problems. Typically, sport involvement is determined by the number of hours of involvement and length of involvement (e.g., Bowker et al., 2003) or, as previously mentioned, merely by whether or not a student participated in athletics (e.g., Barber et al., 2001; Baumert et al., 1998). Also, although often using school-based samples, many authors have not distinguished between the differing contexts of extra-curricular or competitive club sport. While some researchers have examined the quality of youths' sport experiences (e.g., Boone & Leadbeater, 2006), research has generally not focused on the impact of quality of sport experiences or the characteristics of program delivery that may promote positive development. In depth, robust research that examines the impact of sport participation on positive developmental experiences for youth through systematic methods is necessary (Morris et al., 2003).

Life Skills Instructional Sport Programs

Several programs have been developed with the intention of teaching youth life skills through sport (e.g., Danish, Fazio, Nellen, & Owens, 2002; Forneris, Danish, & Scott, 2007; Goudas, Dermitzaki, Leondari, & Danish, 2006). Life skills have been defined as "those skills that enable students to succeed in the different environments in which they live, such as school, home and in their neighbourhoods" (Danish, Forneris, & Wallace, 2005, p.49). The life skills necessary to be a functioning and productive member of society are believed to be unique to each individual and within specific contexts and environments. Life skills can include behavioural skills, cognitive skills, and/or intra and interpersonal skills. It appears that participation in athletic activities has been associated with a number of life skills, such education regarding the importance of values like responsibility, increased self-esteem, identity development, enhanced social skills, and academic achievement.

One example of a program designed to teach youth life skills through sport is Danish's Going for Goal (GOAL; Theokas, Danish, Hodge, Heke, & Forneris, 2007). Specifically, the program was designed to teach students personal control, develop a positive future focus and make better decisions thereby helping them to be better citizens. Within the program, high school students become instructors for younger students one hour per week for 10 sessions, thereby providing social support through mentoring.

Although the GOAL program is not specifically geared towards physical activity programs, one application of GOAL has been in a PE program (Goudas et al., 2006). The PE application of the GOAL program differed from the original GOAL program in a number of ways, including a shortened duration of training (only 10 - 15 minutes vs 60 minutes), fewer sessions, and physical fitness testing, such as strength, endurance and flexibility. Students involved in this PE adaptation discussed goal setting with regards to their physical fitness. Upon completion of the study, students involved in the program demonstrated higher levels of physical fitness than their control counterparts, as well as increased life skill development, such as goal setting.

Another sport adaptation of the GOAL program is the SUPER program (Sports United to Promote Education and Recreation), which was designed to teach youth life skills through involvement in sport (Danish et al., 2002, 2005). Generally, within the SUPER program, older students are responsible for instructing sport skills and life skills to their younger peers. Through their own behaviours, instructors act as role models for their peers and help them to learn the importance of demonstrating personal excellence in both sports and life, as well as develop an understanding of the mental skills that can be transferred between contexts. In addition to assessing how well youth are participating, SUPER student instructors are trained to focus on how their students are participating. In other words, instructors examine what mental skills are being employed by their students in response to their training, which can be predictive of their responses in other situations, such as job training. Some adaptations of the SUPER program require student instructors to provide their students with a report-card assessment of both how and how well the youth participated in the program as a measure of the effectiveness of the program.

Although the descriptions of both the GOAL and SUPER programs appear convincing, the empirical basis on which the programs were developed is unclear or is limited. Furthermore, within the SUPER program, Danish and his colleagues tend to use the term 'athletes' to refer to program participants. However, they do not state how athletic status was determined. In addition, it is unclear whether these programs could be utilized with non-athletic or recreationally engaged population. Within the GOAL program (Goudas et al., 2006), although students reported increased life skills groups, such as goal setting abilities, the manner in which these life skills and strategies were taught remains unclear.

Regardless of the limitations of these programs, results from studies concerning the GOAL and SUPER programs demonstrate that life skills learned through sport settings do not diminish the sport or fitness skills that are learned, and students can, in fact, learn life skills that could ultimately improve their sport and fitness skills (Goudas et al., 2006). Further research that incorporates life skills education for students of all athletic ability is necessary, along with studies that examine how instructors structure and deliver these and other types of programs.

An evolution of the GOAL and SUPER programs was initiated by Petitpas et al. (2004) in the form of the Play It Smart program. The Play It Smart was designed to help instruct life skills to youth through the vehicle of sport. This program began as a two year pilot program that was initiated by the United States National Football Foundation as a means of providing disadvantaged student athletes with opportunities to learn skills and attitudes to promote personal and social development. Student athletes who participated in the pilot project were multi-ethnic and primarily from disadvantaged neighbourhoods. Coaches of the Play It Smart program had all obtained master's degrees in counselling with experience and training in providing student athletes with support services. Through the use of an academic coach, students in this program were encouraged to identify how skills learned through sport could be transferred into other areas of their lives to ultimately help them to become successful members of society. In addition, students' families were recruited to be partners in the program to enable the goals and values of the program to be encouraged at home. Results from the pilot study revealed student athletes involved in the Play It Smart program demonstrated increased academic success, increased healthy behaviours, and higher involvement in the community. The success experienced by students involved in this program led to the continuation and an expansion of the Play It Smart program to involve more students who engage in a variety of sport activities beyond football.

Many programs that attempt to teach both life skills and sport skills face a number of problems, such as a lack of empirical research testing their effectiveness or a discrepancy between instruction regarding life skills versus sport skills (Danish et al., 2005). The Stay Alive program, for example, utilized grassroots basketball programs as a means of risk behaviour prevention (Hartmann & Wheelock, 2002). This program was directed towards low-income men of colour between the ages of 18 and 25 years. The authors reported that often the prevention aspects of these programs were not properly put into practice. While in theory the program demanded a standard of life skills education, often life skills education was neglected. Subsequently, the life skills facet of the Stay Alive program could not be evaluated. In addition, it was acknowledged that ultimately the success or failure of the program could not be reported.

Research that examines PE and/or sport programs that pursue the enhancement of youth's life skills has been limited (e.g., Danish et al., 2002). According to Danish et al. (2005) many studies have examined the manner in which physical activity is associated with life skills through the reduction of negative or problem behaviours and have not examined the potential strengths possessed by youth and how these strengths can be enhanced. In other words, research needs to examine the effectiveness of sport and PE programs that adhere to the tenets of Positive Youth Development (PYD). Danish et al. argued that school based programs are ideal for promoting PYD as many of the characteristics essential to positive development are inherent in the setting, such as adult supervision, consistent structure and the opportunity of family, school and community integration.

It is apparent from the evidence reviewed above that positive outcomes are not produced with the mere provision of PE and extra-curricular sport programs, but that positive development relies on how the programs are delivered to youth and how they experience them (Petitpas et al., 2004; 2005). Research is necessary to reveal what features of program provision and delivery are associated with positive developmental outcomes (Eccles & Templeton, 2002; Hansen et al., 2003). Without such process-oriented studies, there is a lack of theories of change, which are required to support evaluation research (Larson et al., 2004).

Theoretical Framework: Developmental Systems Theory and Positive Youth Development

This study was approached from a developmental systems perspective. The developmental systems approach has become high profile in the study of human development (Lerner, Lerner, De Stefanis, & Apfel, 2001). This approach to human development focuses on the various transitions youth undergo as they develop from childhood to adolescence. These developmental transitions are viewed as a product of a developmental system which involves a person's biological predispositions and the environmental influences s/he experiences (Lerner, et al., 2001; Lerner et al., 2002). Although some transitions are experienced by all youth (e.g., for girls, the onset of menarche), each individual will experience these transitions in her/his own unique way, across an individual time frame, with unique outcomes. Therefore development is influenced not only by biological variables, but also life context, such as family, school, and neighbourhood.

The contextual aspect of developmental systems theory is based on Bronfenbrenner's (1977, 2001) ecological systems approach. This approach to youth development explores the manner in which development is influenced by interacting contextual variables (Bronfenbrenner, 2001). The context in question can be more objective (e.g., income level) or more subjective (e.g., people's perceptions and experiences of the context in which they live). The various systems surrounding an individual's social context have been described by Bronfenbrenner as the ecologies of human development. These ecologies include an individual's family, school, neighbourhood, society and surrounding culture. It is argued that individual diversity among youth is a result of changing complex relationships an individual maintains with her/his context (Bronfenbrenner, 1977, 2001; Bronfenbrenner & Morris, 1998; Lerner, 2002; Lerner et al., 2001). In order to fully understand youth development, it is essential to examine the contexts in which youth are developing and the context effects that they experience (Bronfenbrenner, 2001; Lerner, 2002). Specific features of the environment can either foster or interfere with positive development (Bronfenbrenner & Morris, 1998). If researchers can understand what promotes healthy development for youth, then those forces can be manipulated to shape development, especially if they are variable behaviours, social conditions, and/or human services (Lerner, 2002). It has recently been suggested that utilizing Bronfenbrenner's model as a theoretical foundation for research in sport psychology may enable researchers to better examine the processes of development in a number of sport activities (Bengoechea, 2002).

Just as developmental systems theory arose from the ecological systems model, developmental systems theory led to conceptualizations of PYD. A key principal of developmental systems theory is the idea of relative plasticity, which is characterized by the potential for systematic change across the development of an organism at an individual level (Lerner, Brown, & Kier, 2005). Plasticity is a result of bidirectional and mutually influential relations between the various levels of the human development system, such as the biological, psychological, and social/ecological levels (Lerner, 2002). Accordingly, PYD is fundamentally based on a belief in the inherent human capacity for systematic change throughout development, and positive improvements in human lived experience are thought to be possible (King, Schultz, Mueller, Dowling, Osborn, Dickerson, & Lerner, 2005; Lerner, Almerigi, Theokas, & Lerner, 2005; Lerner, Lerner, Almerigi, Theokas, Phelps, Gestsdottir, et al., 2005). Person-context relationships can be the origin of both positive and negative outcomes (Lerner, 2002).

Similar to the ecological systems model, proponents of PYD have argued that adaptive, successful development begins during childhood and adolescence (Roth & Brooks-Gunn, 2003) as a result of positive bidirectional interactions with family and community where PYD is both the precursor and product of positive community involvement (Lerner et al., 2005a). Ideally, youth will experience integration between the self and their social context that will benefit both the individual and their community (Lerner, 2002). Positive bi-directional interpersonal connections can encourage healthy developmental change and promote positive contributions by youth to all aspects of society from the individual level to the macro-institutional level (Lerner et al., 2002; Lerner et al., 2005a). Inner-city youth, in particular, can benefit from community encouragement to experience satisfying lives and become positive and productive members of society (Ennis et al., 1997).

Consequently, PYD is an emerging strength-based conception of adolescence (Lerner et al., 2005a). The strength-based perspective is in direct contrast to the historical origins of developmental science whereby youth have been viewed as problems to be managed. PYD involves a different philosophy whereby young people are considered resources to be developed (Damon, 2004; Lerner et al., 2002; Lerner et al., 2005a; Lerner, et al., 2005c). The goal of PYD is not to cure or treat maladaptive behaviours, but to engage children in adaptive activities to promote healthy development (Damon, 2004; Lerner, 2002). From this view, researchers and professionals attempt to enhance the strengths of youth, which may subsequently prevent the development of risk behaviours and negative tendencies (Damon, 2004). Accordingly, the PYD model of development goes beyond prevention; PYD is based on the belief that young people have the potential to positively influence their environment and acknowledges that youth possess inherent strengths that can be cultivated (Damon, 2004; Lerner et al., 2005c).

The PYD view that youth are fully able to contribute to and be productive members of society incorporates all youth from all backgrounds, even the most disadvantaged (Damon, 2004). Much of the literature concerned with youth development, however, only examines middle-class Caucasian youth; there is a need to examine the development of diverse youth populations (Lerner, 2002).

Although a collective vocabulary for measuring PYD has not been established (King et al., 2005; Lerner et al., 2005c; Roth & Brooks-Gunn, 2003), one model of potential PYD constructs that has recently demonstrated empirical support is the 5Cs (competence, confidence, connection, character, and caring and compassion; see Table 1; Lerner et al., 2005c). Youth who experience the 5Cs of PYD and acquire personal positive developmental attributes and healthy community connections are said to be 'thriving' (King et al., 2005; Lerner et al., 2002). Evidence of thriving in youth may include a change in mental and behavioural processes, such as a growing commitment to society and its values, as well as increased positive connections to community institutions (Lerner et al., 2002). Thriving in youth has been associated with a potential 6th C (Lerner et al., 2002): Contribution. Contribution is characterized by the demonstration of positive community contributions, as well as through demonstrations of a commitment to personal development and efforts to contribute positively within the family context. The 6th C involves a sustained demonstration of thriving behaviours as well as the effort to obtain the skills necessary to contribute. Thriving youth have the ability to become productive, healthy adults who continue to promote equity for everyone and are more likely to support PYD initiatives (Lerner et al., 2002).

Table 1

The 5Cs of Positive Youth Development (based on Lerner et al., 2005c).

5Cs	Definition
Competence	Positive domain specific beliefs about one's actions including social/ interpersonal skills, cognitive abilities, academic abilities, and vocational domains.
Confidence	An individual's global self-regard incorporating a positive sense of self-worth and self-efficacy; does not pertain to domain specific beliefs.
Connection	Positive bi-directional interactions with peers, family and community institutions.
Character	An individual's view of right and wrong and their respect for the rules of society; a sense of integrity.
Caring and Compassion	Empathic regard for others.

*Contribution	Contribution to the development of the self, family and the community.

* The inclusion of the 6th C based on Lerner et al., 2002.

It has been suggested that youth are more likely to experience the 5Cs when programs include opportunities for community involvement, skill-building activities and personal recognition, and positive relationships with adults (Lerner et al., 2005a; Roth & Brooks-Gunn, 2003).

One study that examined out-of-school activities, such as sport participation, and their association with PYD outcomes, utilized data from 1,122 youth from the 4-H study of Positive Youth Development (Zarrett, Lerner, Carrano, Fay, Peltz, & Li, 2007). Specifically, this study looked at the psychological, social, and behavioural characteristics that describe the 5Cs of PYD and their relation to youth sport. However, sport involvement was merely a dichotomous measure where participants were classified as either a sport participant or non-participant. Intensity of involvement was also assessed based on the amount of time youth were involved in sport during the previous year. Additional variables that were examined include youths' level of contribution within their family and community, as well as risk behaviours and depression within the previous year. Differing activity profiles were created through cluster analyses. Results from this study indicate that positive outcomes can be associated with out of school activities in a number of ways. For example, youth who were intensely involved in sport over the course of a year experienced positive outcomes, and positive outcomes were also associated with higher involvement in out of school activities. Interestingly, while sport involvement was associated with positive outcomes, youth involved only in sport scored lower on PYD outcomes than youth who were involved in other out of school activities.

The results of this study indicated the potential for various types of experiences based on individual personality and contexts surrounding sport experiences. From this study it appears that assessments of delivery and youths' experiences of sport are difficult when researchers rely on few items from self-report questionnaires. This supports the notion of conducting longitudinal, qualitative research that focus on the influence of the quality of sport experienced by youth in relation to PYD outcomes.

In addition to research examining psychological outcomes (i.e., the 5Cs research), attempts have been made to identify the characteristics of programs intended to produce positive outcomes. The National Research Council and Institute of Medicine (NRCIM, 2002) suggested the following eight features of developmental contexts that are linked to PYD: (a) safe and health-promoting facilities, (b) clear and consistent rules and expectations, (c) warm, supportive relationships, (d) opportunities for meaningful inclusion and belonging, (e) positive social norms, (f) support for efficacy and autonomy, (g) opportunities for skill building, and (h) coordination among family, school, and community efforts. These factors may be central to positive developmental experiences in PE and extra-curricular sport for inner-city children, but research is needed to confirm or refute this perspective. Furthermore, several of these features reflect the importance of school and supportive relationships. Therefore, adopting a developmental systems perspective and examining the 5Cs of PYD through qualitative ethnographic research may provide a unique perspective of the processes and contexts surrounding children's PYD experiences (Lerner et al., 2002; Lerner et al., 2005a; Lerner et al., 2005c).

To advance PYD theory it is important to examine developmental systems of diverse youth populations (Eccles & Gootman, 2002; Lerner et al., 2001). Varying contexts that promote positive development may require different components in order for youth to experience positive person-context relations (Lerner et al., 2002). Youth from lower socio-economic communities, for example, may experience barriers to positive development uncommon in middle-class neighbourhoods and so require unique components in order to thrive (Hellison, 2000). PYD initiatives need to focus on utilizing the resources available in diverse communities in order to strengthen children's capacity to thrive (Lerner et al., 2005a). Focusing on the absence of problem behaviours is no longer adequate for the evaluation of youth development programs (Roth & Brooks-Gunn, 2003). The acknowledgement of the presence of "good" as opposed to "bad" is a defining feature of the literature examining PYD (King et al., 2005). Process-oriented research designs, such as the ethnography approach used in this research study, may be well suited to examining the appropriateness of potential PYD constructs (Lerner et al., 2001).

In summary, although models designed to create positive outcomes in PE and sport have been presented (e.g., Hellison, 1993), and several authors have suggested that PYD may be promoted through PE and sport (e.g., Fraser-Thomas, Côté, & Deakin, 2005; Petitpas et al., 2005), it appears that studies have yet to use developmental systems theory and PYD to examine PE and extra-curricular sport contexts. This current study also examines an often overlooked population; youth from a disadvantaged and culturally diverse population. Hence, the current study has the potential to advance research and theory relating to PYD. With these points in mind, the following research questions were posted to guide this research:

1. What are the characteristics of the neighbourhood and the school context, and how may these characteristics influence students' experiences?
2. How do teachers and other school staff attempt to structure and deliver the PE and extra-curricular sport programs provided by an inner city Edmonton school?
3. What are the barriers and opportunities for teaching positive developmental outcomes through PE and extra-curricular sport programs in an inner city Edmonton school?
4. What types of psychosocial outcomes do teachers and school staff associate with children's participation in PE and extra-curricular sport activities?

Chapter 3 – Method

Ethnographic Methodology

This study was conducted using a qualitative ethnographic approach (Wolcott, 1999). Qualitative research provides an avenue to tell the story of human experiences and interactions (Patton, 2002) and investigates how meaning has been ascribed to these experiences (Denzin & Lincoln, 2003). Utilized by anthropologists and sociologists, ethnography was the initial form of qualitative inquiry (Patton, 2002). However, this research approach has only recently been adopted in sport psychology (Culver, Gilbert, & Trudel, 2003). Although the roots of ethnographic research come from the study of exotic and remote cultures, contemporary qualitative researchers utilize ethnographic methods to examine modern society (Patton, 2002).

Understanding culture is an essential feature of ethnography, which makes the assumption that individuals who interact will develop a culture (Patton, 2002; Wolcott, 1999). As was the case with this study, the term culture can go beyond the traditional examination of the macro-system level of society to be applied to programs and organizations within a community (Patton, 2002; Wolcott, 1999). This more micro-level analysis of a social system could be described as the analysis of a sub-culture. The goal of ethnographic research is to understand the (sub) culture of interest and the unique perspectives of the individuals involved (Hammersley & Atkinson, 1995; Patton, 2002). The sub-culture of interest in this study was the Inner-City Elementary/Junior High School (ICE Jr) neighbourhood as represented by ICE Jr and the PE and sport programs it provided. The individuals of interest within this sub-culture were (for the larger investigation from which the current study was drawn) the youth who participated in these programs and (for the specific purposes of this study) the adults who developed and implemented the programs.

Ethnographic research has the goal of describing through analysis and interpretation the collective human behaviour of that culture (Wolcott, 1999). Description in this sense is not merely a reporting of what happened in the setting, but a specification of what conditions would make those events possible. Description in this study refers to conditions that may promote positive youth development and positive experiences for inner-city children through available PE and sport programs. Ethnography also allowed for the examination of the techniques used by adults such as teachers and coaches to teach children PYD outcomes. Therefore, given the purposes of the current study, ethnography was an appropriate methodology.

Philosophical Perspective

This study adopted an interpretivist paradigm. A paradigm is a scientific outlook that guides research and includes the assumptions, beliefs and values shared by a scientific community (Okasha, 2002). The goal of an interpretivist perspective is the interpretation of social interactions (Glesne & Peshkin, 1992). The unique experience of participants is important to interpretivism. The meaning associated with human action is dependent on the associated context and intention, and interpretation provides a way of understanding what people are doing and saying (Schwandt, 2003). Context, then, can include an individual's identity, history and emotional disposition, as well as the relationship between individuals and with the history, identity and emotional disposition associated with specific encounters (Schwandt, 2003). In accordance with this paradigm, ethnographic methodology seeks to understand a specific culture which has evolved through consistent interactions among a group of people (Patton, 2002). Thus, this study utilized the tenets of an interpretivist paradigm in combination with ethnographic methods, such as participant observation and interviews to examine the experience and interactions of children and adults within the context of PE and sport programs at ICE Jr.

Reality according to an interpretivist paradigm is flexible and context dependent (Schwandt, 2003). It is possible for multiple realities of the same situation to exist based on individual perspective (Glesne & Peshkin, 1992). For example, two researchers in the same context would experience different but related realities based on their own interpretation of events. Each of these realities is considered of equal value as there are no fixed criteria for judging interpretations.

Researchers are required to engage in reality construction along with participants due to the lack of set procedures surrounding the formulation of interpretations and understanding, which is a divergence from previously accepted research practices (Smith, 1996). Subsequently, as the instrument of measurement, the researcher and the skills and abilities s/he brings to a study influence the credibility of qualitative research (Patton, 2002). Therefore, the importance of accepting the new ideals associated with an interpretivist paradigm is reflected by the need for the researcher to interpret behaviour in order to understand human behaviour (Schwandt, 2003). For information regarding the validity of qualitative ethnographic research, see the validity section below.

Researcher as Instrument

In qualitative research, one of the roles a researcher maintains is that of a vital research instrument (Glesne & Peshkin, 1992). As the primary fieldworker, acknowledgement of my own experiences, philosophies, beliefs and assumptions was critical. Prior to my involvement in this study, I have been a volunteer and a paid staff member for a variety of organizations that serve at-risk children, such as Big Brothers and Sisters, the YMCA and the Kelowna Crisis Line and Youth Crisis Line. My experience and training with youth was an asset to my involvement with this study as I have in-depth knowledge of many of the issues the children faced in their daily lives. My experience facilitated rapport building with participants as well. I have also completed a qualitative research methods class with Dr. Holt (PERLS 581), and worked as a research assistant on other qualitative and ethnographic research projects. As such, I had knowledge of working with the population under scrutiny and training in the selected research methodology.

It was important that I monitor my potential biases and subjectivity, so I utilized a reflexive journal and a 'critical friend' (Dr. Holt; see Validity section). My beliefs regarding inner-city children follow the PYD prescripts in that I believe that all children, regardless of station, have potential; as adults, we should encourage the development of these strengths. I believe that these children experience a variety of issues uncommon to affluent neighbourhoods, and that it is necessary to provide these children with the means of overcoming the obstacles they face in becoming healthy adults.

Access Procedure/Informed Consent

An inner-city Elementary/Junior High (ICE Jr) school was purposefully sampled (Patton, 2002), because the school was identified as demonstrating an emphasis on PE and sport as a means of providing at-risk youth with positive experiences. Because of the PE and Sport programs at ICE Jr, this school was considered as the best source of information to gain an in-depth understanding of the variables of interest, as well as the location where the most information could be obtained (Glesne & Peshkin, 1992; Patton, 2002).

ICE Jr is one of eight inner-city schools within Edmonton involved in the City Centre Education Project (CCEP). The CCEP is a collaboration of schools with the intention of providing youth with activity program opportunities and a positive learning environment (Tamarack: An Institute for Community Engagement, 2006). The CCEP began in 2001 as a means of offering children within the community opportunities for positive development regardless of the issues they may encounter in their lives. The idea behind the CCEP was that, due to the unique challenges faced by inner-city children and the need for positive resources, the CCEP would provide opportunities for development through in-school and after-school programming. Physical activity, PE, and sport programs are included in the CCEP; examples include lunchtime intramurals, PE lessons, physical activity breaks throughout the school day, after school sports teams, and various other collaborative programs with the YMCA and the Boys and Girls Clubs. The CCEP demonstrates how families, schools, programs and neighbourhoods can be integrated in an attempt to positively influence children's development.

Research Ethics Board approval was obtained from the Faculty of Physical Education and Recreation at the University of Alberta and the Edmonton Public School Board. Prior to the start of this study, a meeting was held with the teachers and teaching assistants at ICE Jr; the study was presented to school staff and teachers were invited to ask questions. Adult participants were approached individually and were provided information letters (Appendix 2) and consent forms (Appendix 3). Observations and interviews commenced only after completed informed consent forms were returned (Glesne & Peshkin, 1992).

Participants

Participants were eight adults who worked at the school. The sample was comprised of seven females and one male. They fulfilled the following roles: Principal, athletics director, school nurse, teachers (n=3), and teaching assistants (n=1). All of the participants were involved in some capacity in the delivery of PE and/or extra-curricular sport programs. Detailed demographic information is provided below (Table 2).

Table 2

Adult Interview Participants

Participant	Pseudonym	Gender	Age	Time at ICE Jr	Ethnicity
School Principal	Karen	Female	Not Reported	2 years	Euro-Canadian
Athletics Director	Jordan	Female	32	2 years	Euro-Canadian
School Nurse	Judy	Female	Not Reported	9 years	Euro-Canadian
Teacher A	Mandy	Female	31	1.5 years	Euro-Canadian
Teacher B	Margaret	Female	Not Reported	2 years	Euro-Canadian
Teacher C	Beth	Female	Not Reported	2 years	Euro-Canadian

Girls' Basketball Coach	Jennifer	Female	24	1 year	Euro-Canadian
Boys' Basketball Coach	Brandon	Male	21	2 years	Euro-Canadian

For the sake of context, it is also worthwhile to provide some information about the students who were participants in the larger study, but whose data were not included in this analysis. The school had a multicultural student body, and observational and interview data were collected from 64 students (32 male and 32 female), with an age range of 10 to 15 years. These children included 16 students in grade five (eight males and eight females), four students in grade six (three males and one female), 13 students in grade seven (six males and seven females), 15 students in grade eight (six males and nine females), 12 students in grade nine (five males and seven females), and four male students from the classroom that was adapted for students who experienced behaviour issues.

Data Collection

Neighbourhood analysis. During the first month of observations, an analysis of the ICE Jr neighbourhood was conducted. This involved a four-hour long survey of the neighbourhood including the exposition of the barriers to and opportunities for physical activity, such as the identification of physical activity resources in the neighbourhood (e.g., parks and recreational facilities). Accessibility to these resources (e.g., hours of operation) was also collected. A modified version of the Walkability Checklist (Pedestrian and Bicycle Information Center, nd; Appendix 1) was used as a guide for neighbourhood observations. An examination and evaluation of road and sidewalk conditions, drivers, pedestrian safety, the overall pleasantness of the neighbourhood, resources and problems were included. In addition to teacher perceptions, through natural observations, the neighbourhood analysis provided a description of the ICE Jr community at large and allowed the researcher to experience the neighbourhood first hand.

Through the City of Edmonton official website, I obtained a map of the ICE Jr neighbourhood complete with distinct neighbourhood boundaries. The analysis consisted of a street-by-street examination of the neighbourhood, beginning at the South West corner of the neighbourhood, followed by an examination of the perimeter of the neighbourhood before examining each street, circling towards the center of the neighbourhood. The Walkability Checklist was used as a reference for what aspects of the neighbourhood to examine, and what to look for during the neighbourhood analysis. Whenever something of note was observed, such as resources for physical activity, it was recorded for future reference (e.g., resource located at a specific intersection, hours, contact information, accessibility and any additional pertinent information).

Participant observation. Participant observation was one data collection technique used for this ethnographic study (Patton, 2002), and included systematic observations of events within the context of interest (Sands, 2002). Participant observation allows the researcher the opportunity of experiencing first-hand naturally occurring events (Berger, 2000; Wolcott, 1999), as well as the opportunity of understanding the context, the research participants, and their behaviours and interactions

(Glesne & Peshkin, 1992). The purpose of participant observation is the production of documents that accurately reflect the social landscape in which the researcher was immersed (Sands, 2002). Participant observation was employed as a means of understanding the strategies and techniques used to create positive experiences for youth in PE and sport settings. I observed two to five activity programs per day, such as PE and extra-curricular sport programs (e.g., lunchtime activities in the gym and after school sports teams) for a total of 85 hours of observation. My prolonged engagement in the research setting, over the course of an entire school year, enabled me to decrease the influence of my presence on the normal activities within the research setting, as well as allowed me to obtain detailed information about the practices and processes that may be associated with PYD (Berger, 2000; Hammersley & Atkinson, 1995; Wolcott, 1994).

Observations were dependant on activity schedules (e.g., PE class schedules) as well as gymnasium availability; often, the gymnasium was the location for events unrelated to physical activity, such as the Chinese New Year festivities. My role as a participant observer involved becoming like a classroom assistant; I provided assistance wherever and however the athletic director needed depending on the activity, the day and the unit in question. In general, my duties included helping to set up activities, refereeing games or working the score board, participating in the activities with the students and supervising student activities. When I was not required as a PE class assistant, I would sit on the stage with students who were not participating and observe the activities. On the rare occasion that a student was not manning the score board for intramurals, I was asked to provide assistance, but in general I was a spectator for these activities.

Participant observation plays a dynamic and multifaceted role in ethnographic research in that observations can be both the starting point of data collection, as well as the filter through which data are collected and meanings from the data are derived (Wolcott, 1999). Initial observations in this study incorporated a broad look at PE and sport opportunities for students at ICE Jr. These initial observations included descriptions of the school environment, the settings and resources available for PE and sport, interactions between the students and adults involved with PE and sport and students (i.e., how do students respond to instructors), and profiles of students (i.e., who participates, in what capacity). With time, the observations began to narrow and included information of primary concern to the research questions (i.e., what were the contexts surrounding positive PE and sport experiences for students?) All observations were recorded in a field diary.

Field-note taking is the traditional, primary means of obtaining observational data (Glesne & Peshkin, 1992; Hammersley & Atkinson, 1995). In order to make field-work more manageable, sensitizing concepts are often employed to provide a general framework for observations (Patton, 2002). Principles from PYD literature were used including the 5Cs of PYD and functioned as sensitizing concepts to help focus and organize fieldwork in the study. To avoid disrupting the classes and programs in session, field-notes were recorded immediately after each program session and whenever the specific context of the program situation allowed. For example, if students were required to run laps during their PE class, I was able to retreat to the gymnasium office to make note of interesting events that had occurred up to that point in the class period. Field-notes also included verbatim reports when possible (Hammersley & Atkinson, 1995;

Patton, 2002). When it was not feasible to record events, mental notes were made and subsequently included in field notes when time and situation permitted (Glesne & Peshkin, 1992). Field-notes were recorded in a field journal and were transferred to an electronic file at the end of each day. At this time, field notes were expanded to include details and context, and were subsequently organized into emergent themes (Glesne & Peshkin, 1992; Hammersley & Atkinson, 1995; Patton, 2002).

Interviews. Interviewing is another important data collection technique employed in qualitative ethnographic research (Hammersley & Atkinson, 1995). Interviewing is a matter of inquiring about the culture and what it means to those involved, as opposed to experiencing the culture from the perspective of the observer (Wolcott, 1999). In this study, interviews were semi-structured, which means that interviews were guided by the general topics of interest, but the interviewer and interviewee had the freedom to explore and probe any areas of interest that may arise (Patton, 2002). The semi-structured interview allowed for individual experiences and perspectives to be explored while maintaining a focus on the research issues.

Interviews were conducted at the participants' convenience in a variety of locations such as a personal office or classroom and the conference room at the school. Interview length ranged from 22 minutes to 98 minutes with a mean length of 63 minutes. Interviews were audio-recorded with the participants' permission and transcribed verbatim by a third party into an electronic file. To ensure accuracy, I examined each transcript while listening to the audio files. Interviews included questions regarding student activity involvement and life skills (based on the 5Cs) that children may associate with their involvement in PE and sport programs. The interview guide is included in

Appendix 4. Examples of probing questions included "Can you tell me more about that?" and "Do you have any examples that you could tell me about?"

Documentary analysis. Documents can provide an additional source of information regarding processes of program development (Patton, 2002). At the beginning of this study, Jordan, the athletics director, provided a binder of information related to her PE classes. This included her 'year plan' for all of the grades she taught including the specific activities and anticipated outcomes for the upcoming year. This binder also contained information from Alberta Learning (2000) regarding the PE program rationale and philosophy Jordan followed.

Rapport. The development of rapport is essential to the success of ethnographic research (Sands, 2002). Karen, the school principal, and Jordan, the athletics director of ICE Jr, acted as gatekeepers to the culture of the school (Glesne & Peshkin, 1992). My entrance into the school community as well as my efforts to establish an initial connection with additional staff and students was supported by these two individuals. Karen introduced me to the staff and announced her support of the study and encouraged the rest of the staff to do the same. I spent a majority of my time at ICE Jr with Jordan who was very open, friendly and eager for me to be involved in the school community. I often stayed after class or after school so we could get to know each other. After obtaining teacher consent, I joined the grade five through grade nine PE classes as a classroom assistant. I was introduced to students as a graduate student from the University of Alberta who was helping out in the school to further my degree pursuits.

As of the first day of being at the school, I tried to develop rapport with participants in as many scenarios as I could; the staff room, PE classes, lunchtime intramurals, after school sports, while walking in the school hallways and outside after school. Exposure to my presence in a variety of school locations was thought to allow the participants an increased opportunity of becoming familiar with me and comfortable with my presence (Glesne & Peshkin, 1992).

Role Management. An aspect of being a participant observer is the maintenance of the research persona (Glesne & Peshkin, 1992). The researcher must respond to the needs of the research situation and attempt to further the pursuits of the research. In this regard, my role as researcher extended beyond simply being an outside observer of student and teacher behaviours and interactions to include, for example, the role of a friend, a confidante and a mentor.

Data Analysis

Ethnographic research does not have a distinct data analysis stage (Hammersley & Atkinson, 1995), and strategies to report qualitative data are varied (Sparkes, 2002). Instead, data analysis in ethnography can be characterized by a funnel that progressively becomes more focused, and can even begin prior to field-work. In this way, as with this study, it is also not uncommon for the scope of the research study to be discovered over time. The overlap of data collection and data analysis enhances the quality of both the data being collected and the analysis of the data (Patton, 2002). Flexibility within the research process is considered an advantage to qualitative research (Wolcott, 1990).

Ethnographic inquiry often involves an interplay between an inductive evaluation of emerging data with a deductively-oriented approach where the researcher focuses on verifying what appears to be emerging (Patton, 2002). This study initially incorporated an emergent design in that the focus of participant observation at the start of the study was very broad and all encompassing. As the study progressed, the focus became increasingly narrow to examine specifics regarding PYD and the previously stated purpose of the study (Wolcott, 1994). Finally, the focal point returned to a broader, emergent design with the examination of structure within the context. Throughout this process, the data were persistently examined.

One approach to qualitative data analysis has been put forth by Wolcott (1990; 1994) whereby data analysis as a general undertaking can be categorized into three steps: description, analysis, and interpretation. The Description-Analysis-Interpretation approach was used to guide data-analysis in this study. Description consists of the actual data collected by the researcher. The level of detail that remains from description for use in the latter steps is dependent upon the purposes of the study and the relevance of the detail to the study. Data analysis began with the descriptive stage of data collection, and included the collection of rich descriptions throughout observations (Patton, 2002). At the end of each day, descriptions were transposed into an electronic file where they were expanded and clarified when necessary. Verbatim transcriptions of interviews were also included in this stage of data analysis. The description stage of analysis provides the foundation for the next steps in Wolcott's approach (Wolcott, 1990).

Analysis and interpretation have often been used synonymously. However, Wolcott differentiates these two stages. While analysis is concerned with specific features and exploration of the data transformation process, interpretation is how the researcher construes the transformed data. The analysis stage involves breaking the data down into themes, and interpretation finds the meaning of these emergent themes by pulling the data back together. Observation data and interview transcripts created in the description stage of analysis were carefully read in the analysis stage in order to get a clear understanding of the data (Hammersley & Atkinson, 1995; Patton, 2002), and were then content analysed (Patton, 2002). At the end of each day, data collected through participant observation was extensively explored for patterns and were reorganized according to the emergent themes. These themes were flexible. With persistent observations the themes were refined and adjusted as required. Content analysis of interview transcripts consisted of line-by-line inductive examination of the 280 pages of interview transcription for consistencies and patterns to enable the creation of themes and subsequently yielded 152 pages of quotations (Patton, 2002; Wolcott, 1994). Utilization of quotes allows the reader the opportunity of experiencing the participant's point of view through their own voice (Sparkes, 2002). More deductive analysis of the data themes from observation and interview data followed as a means of confirming the content of the inductive analysis and examining the data with regards to PYD theory. Interpretation of data was based on the results from the analysis stage, and included the generation of meanings for the themes identified in the analysis stage of data analysis. Interpretations were objectified based on my inside understanding of the context and the participants in relation to PYD theory and the purpose of the study (Schwandt, 2003).

Validity

This study followed a non-foundational approach to validity (e.g., Smith, 1993; Sparkes, 1998, 2000). A non-foundational approach utilizes "list-like" (Sparkes, 2000, p.37) criteria to judge the authenticity of inquiry. Criteria are flexible and can be modified and expanded as questions arise and interpretations are made (Sparkes, 1998). Criteria, according to a non-foundational approach, are not a prescribed set of rigid foundations upon which researchers must formulate judgements (Smith, 1993; Sparkes, 1998); instead, criteria are thought to be values that can influence researcher judgement (Smith, 1993). Subsequently, characteristics of good research vary with context, conditions of the research study, and researcher interpretations (Smith, 1993; Sparkes, 2000). Measures appropriate to the non-foundational approach to validity include prolonged engagement and persistent observation, the use of a reflexive journal and a critical friend, triangulation of data sources, and member checking.

Prolonged engagement/persistent observation. Methods of establishing the credibility of the research process include prolonged engagement and persistent observation (Lincoln & Guba, 1985). Prolonged engagement consists of the time investment made by the researcher upon joining a culture in order to build trust and learn about the context and influences surrounding participants' experiences. I became immersed for an extended period of time in the culture of the school and programs (Hammersley & Atkinson, 1995; Patton, 2002; Wolcott, 1999). I had extended involvement with each classroom and subsequent relationship building with the children as well as the teachers. Distortions of data can also be detected through extended involvement in a culture. Persistent observation allows for the identification of situational characteristics that are most salient to the problem of interest, and permits the researcher to focus on them in depth. To distinguish between the purposes of these two methods, "If prolonged engagement provides scope, persistent observation provides depth" (Lincoln & Guba, 1985, p.304).

Reflexive journal/Critical friend. One criterion used in judging the credibility of qualitative research is reflexivity of the researcher (Patton, 2002). The purpose of remaining reflexive during research is to enable the researcher to be self-aware of the manner in which a study is shaped and guided by the researcher's personal perspective (Lincoln & Guba, 2003; Patton, 2002). Reflexivity is a researcher's attempt to remain analytically distant while becoming an insider within a culture (Sands, 2002). An outlet for reflexive thought is a reflexive journal. Maintaining a reflexive journal of thoughts and experiences was also used as a means of cross-checking information to help with validity (Hammersley & Atkinson, 1995). As stated previously, the researcher is an important player in the creation of reality and interpretation of the research setting, therefore qualitative research demands that the researcher be self-aware (Patton, 2002). Examples of reflexive questions I asked myself during this study included: "How do the participants perceive me?" and "How do I perceive the participants?" (Patton, p.66). My reflexive journaling was documented in my field notes throughout each session as each situation was encountered. My reflexive thoughts were separated from observational data at the end of each day when field notes were being transcribed into an electronic file and analyzed into themes. I included my reflexive journal as part of my field notes to help me understand the process by which I arrived at the meanings and themes I derived from observational data (Patton, 2002). Findings were also shared and discussed with Dr. Nick Holt as a "critical friend"; he encouraged the research process by questioning methods and interpretations (Holt & Sparkes, 2001).

Triangulation of data sources/techniques. One means of examining validity in qualitative research is through triangulation of data sources and/or techniques (Hammersley & Atkinson, 1995; Patton, 2002). Triangulation involves the comparison of data that have been derived from different sources as a means of checking inferences from one source with another (Hammersley & Atkinson, 1995). The use of a single method is often more susceptible to error, and each additional source or method of data collection provides supplementary information about the topic of interest (Patton, 2002). The credibility of the findings is thought to be supported through the use of multiple sources to collect data (Glesne & Peshkin, 1992). Triangulation for this study consisted of participant observations of children's experiences throughout various physically active/ sport activities, informal conversation with students and adults regarding their experiences and interviews with PE and sport providers, documentary analysis, as well as my reflexive journal.

Member checking. Member checking was conducted once interviews were transcribed and analyzed (Hammersley & Atkinson, 1995; Patton, 2002). Member checking is a direct test of the researcher's interpretations of the data with the participants who provided the information (Lincoln & Guba, 1985). PE and sport providers were asked for an additional meeting in order to discuss the themes that were found in their interview, and seek clarification when necessary. Member checking enabled accurate representations of the information provided through interviews. Three of the PE and sport providers interviewed in this study agreed to a follow-up meeting where a transcript of coded data from their interviews was presented. Although participants had the opportunity of modifying their responses or providing clarifications, after reading through their transcripts with the researcher, all three chose to accept the presented researcher interpretations of data collected during interviews. One problem associated with reliance on verification methods that are utilized after data collection is the possibility of allowing threats to validity persist throughout data collection and potentially cause data to be permanently flawed (Morse, Barrett, Mayan, Olson, & Spiers, 2002). While member checking is still considered a viable form of validation in qualitative inquiry, it is important to note that procedures that examine reliability and validity throughout data collection are crucial to data verification (Morse et al., 2002).

Chapter 4 – Results

Following a description of the neighbourhood and school contexts, results are separated into two sections: PE, and extra-curricular sports. Themes, such as the 5Cs of PYD, will be represented in both sections and excerpts from my field-journal and participants' interviews will be included whenever possible to express the voice and opinions of the participants themselves.

The Neighbourhood and the School Contexts

Neighbourhood circumstances are important to consider prior to discussing the provision of PE and extra-curricular sport programs provided in the school.

The Neighbourhood Context

The ICE Jr neighbourhood attracted a great number of ethnic families and businesses, and, other than English, the primary languages spoken in the neighbourhood included Chinese, Cantonese and Vietnamese (City of Edmonton, 2001). ICE Jr was one of the lowest income neighbourhoods within Edmonton and the surrounding area. In 2001, the mean income of families in the neighbourhood was approximately $ 20,000 less than the mean city wide yearly income for Edmonton. Over 80% of occupied dwellings in the ICE Jr neighbourhood were built prior to 1980, with less than 1% built after 1996, and over 73% of these homes were rental units. In 2001, nearly 25% of adults above the age of 20 who lived in the ICE Jr neighbourhood had obtained less than a grade nine education and an additional 27% had not graduated from high school. In 2005, 11 to 15% of the residential population of the neighbourhood was comprised of school aged children (City of Edmonton). The context in which these children were being raised placed them at a high risk of experiencing numerous barriers that could prevent them from becoming healthy, successful adults (Dougherty, 1990). School enrolment in Edmonton's core had also experienced a decline (City of Edmonton, 2005).

In addition to the objective information reported above, subjective neighbourhood features were also salient. One safety hazard included the sidewalks in the neighbourhood, which often started and stopped unexpectedly, were broken, cracked, blocked or were missing in areas where they were needed for safe walking. There were a number of houses and buildings in need of major external repairs as well as numerous boarded up buildings. The abandoned buildings could be hazardous to children should they decide to enter the premises; they also marred the aesthetic nature of the neighbourhood. The pleasantness of the neighbourhood was diminished due to litter, such as garbage in the gutters of the street, and in the commercial areas there were numerous broken shop windows and graffiti covered buildings.

Although there were a number of parks in the ICE Jr neighbourhood there was very little usable green space. It appeared that children were only able to regularly utilize four of the eight green spaces available in the neighbourhood because groups of unemployed or homeless adults would congregate in the remaining green spaces.

Physical activity and sport resources in the neighbourhood were limited. Two martial arts establishments were found in the neighbourhood, but access was limited; one was closed and the entrance to the other was through an alley behind a dumpster and was located on the second floor of a building where the main floor was boarded up. These observations about available opportunities, as well as perceived availability of opportunities and safety issues surrounding them within the neighbourhood context were confirmed during interviews. Judy, the school nurse, said that without opportunities within the neighbourhood, extra-curricular sport participation for many children was unlikely: "I think a lot of our, a lot of the reasons our kids aren't involved in sports is that they aren't within the community." Furthermore, according to Beth, a behaviour teacher, several of her students were afraid to participate in programs knowing other youth with the potential for violence could arrive with weapons:

> [One student] got jumped I think going [to a program in the neighbourhood], or coming back from there, or whatever… like apparently that is just bad news. No, they're too scared to go. And I mean, they're big kids… most of the kids in this room have been jumped by somebody and they're scared.

Although resources may be available in the neighbourhood, teachers believed that accessibility was limited to youth in part due to safety concerns.

Additional safety issues for youth living in the ICE Jr neighbourhood included criminal activity, the prevalence of drugs/drug dealers/drug addicts and prostitutes. Students experienced crime first-hand as many of the students had personal property (e.g., bicycles) stolen and had witnessed criminal activities in the neighbourhood. Margaret, a behaviour teacher, said:

> And my first day at work… the house across the street was cordoned off because there was a murder, the night before… These kids see things in this neighbourhood that in a lot of neighbourhoods you don't see. You don't see people passed out in the back alley. [In other neighbourhoods] you don't see Meth addicts tweaking [i.e., acting erratically] on the corners and doing… you just don't see that. Do I think that has a negative impact? Can you imagine? Yeah! I saw it a couple of weeks ago… it impacted me! It's like, that's a scary thing!

According to Jordan, there were several well known "crack-shacks" in the neighbourhood, and a health centre less than three blocks from ICE Jr catered to drug addicts and provided a needle exchange. It was also not uncommon to see people passed out on the side of the road in front of churches, soup kitchens, or in some of the parks near the school. According to Jennifer, the streets around the school were also recently changed (barriers were erected between lanes of traffic and one way streets were implemented) in order to discourage trolling (circling the neighbourhood) for prostitutes:

> They changed the way the streets were just because of the prostitution was really bad at a certain time, so they changed the streets and so it's not as bad now.... But you could look out from the playground and see a prostitute on the sidewalk, outside of the playground and so they had to change something within the neighbourhood.

The neighbourhood circumstances may have directly influenced the children's experiences. Jordan reflected that:

> We've got so many kids that are good kids, but they're on the edge, right? I think a lot of our kids are getting sucked into gang activity right now... honestly, they're not in school now... they're dealing crack and stuff is what I understand. Most of them were on my basketball team last year.

The School Context

Enrolment at ICE Jr was low at the time of this study and in 2005 the school taught nearly 200 students less than the enrolment capacity (City of Edmonton, 2005). ICE Jr was built nearly 100 years prior to this study and had experienced a number of additions and structural renovations in that time. Despite fairly recent improvements, the grounds of the school were not well maintained. Beer cans, bottles and condoms could often be found next to the main school entrance. The school field was in poor repair and needed to be re-sodded. The field also bordered on a main street in the neighbourhood and posed a potential safety hazard for children. Garbage that littered the field hampered students' use of the area. Often, the litter was so bad that Jordan had students clean up garbage during their scheduled PE time prior to the commencement of activities. According to Mandy, the grade six teacher, dangerous garbage was also a potential hazard for outdoor play:

> We were gonna clean outside the fence and just the amount of needles and everything else, we're like, it's just not worth it… and we just kinda left it. Ya, you know, or even in the playground you can find stuff.

Whereas teachers perceived play, physical activity, and sport resources to be limited within the neighbourhood, teachers reported that several other types of external organizations and community partners were available through ICE Jr. According to Judy, partnerships between the school and community organizations provided families with needed services:

> I think this school is probably the hub of the community in many ways. It's just a, a, particularly at [ICE Jr] as it's involved with CCEP, because you have got children and family services, you've got family therapists, you've got Roots and Wings workers [i.e., Métis and Aboriginal/First Nations program], you have big sisters and brothers involved, you have the community health nurse, you have all of those additional players in the school as well as teachers and staff. So it's not

> one-stop shopping yet, but it certainly provides a whole host of services to families in need.

However, Karen, the school principal, expressed some concerns about the external support that was available to the school. Referring to a number of her students who had mental health problems, she said:

> I think the most challenging aspects are some of the road blocks that you face when you're trying to get support and services for kids and families so, for example, our kids that need mental health help, it's almost impossible to get, to get them the services they require.

Similarly, according to Mandy, her classroom had a "real range of needs, uh, opportunity kids. So I guess the lowest IQ would be about a 63. I've got a Lit. kid, behaviour, and then I have a kid reading at a grade nine level." As a behaviour site within the district, all junior high students who had been coded as having behaviour issues were enrolled at ICE Jr. As a result, Judy felt that the school had a tendency to focus on the students with needs instead of the needs of all the students in the school:

> I think we have kids who uhm, and at ICE Jr, because we are sites for so many things, our kids are at risk. You know, we've got the behaviour site, we've got the opportunities site, we've got the leap site instead of having the academic challenge site, right? So you've got those kids who potentially are sort of your more troubled, volatile kinds of students, and so if you've got other ones who are sort of ok, but they might be on the edge, I think they can be easily persuaded to join in instead of, uh, you know, being supported the other way. And I think those troubled [students] exhaust so much of the time and energy, uh, and even

> resources of the school that, instead of putting it into universal programs that supports the 85% of kids who are fabulous there, you know it's very difficult, it's very difficult, it's very challenging.

English as a second language (ESL) was an additional barrier to learning that many students at ICE Jr experienced. Mandy wished for more support for ESL programs as she felt that students who encountered the language barrier suffered emotionally as well as academically:

> I see a huge need for an ESL classroom and more ESL support. 'Cause, I can't even imagine what those kids go through just coming here, and not knowing anything, and scared, and not knowing anybody, what it's like, and then you're like: learn! Do some math! You know what I mean?

Finally, interviews with teachers revealed that they thought that many children had difficult family backgrounds which negatively impacted their experiences at the school. Beth said:

> Well I think you've got your kids coming to school that are hungry, like they're… you know, a lot of them are coming from situations where they aren't well-rested, well-fed. Uhm… well-emotionally sometimes. 'Cause there's lots of things going on in their lives that are stressful, and distressing, for them… like they're not, the experiences that they have are not the same as kids in other areas.

Additional family issues associated with living in the inner-city and poverty included legal issues, addictions, and abuse. Beth felt that the students at ICE Jr were impacted by these issues:

> they're in a whole environment of, like, you know, the reality is, is they're just, they're not in a supervised, warm, nurturing, honest drug-free environment. They all have parents that have issues with either drugs or alcohol… we've had issues with [family members] in jail for murder. And that was a gang involvement thing, him trying to get out of the gang. So… these guys know… you know there's, there's contact there… So it's near and dear to them.

Provision of PE

Failure to Comply with the DPA Initiative

The DPA Initiative was implemented in September of 2005 by the Alberta Government as part of a healthy lifestyle framework for students in Alberta (Alberta Government, 2007). The teachers at ICE Jr did not provide their students with the 30 minutes per day of planned, supervised, and safe physical activities governed by school administration as mandated by the Provincial government. Teachers at ICE Jr felt that the DPA initiative, although good in theory, was not necessarily feasible. For example, Karen, the school principal, said:

> Well I mean I think it makes a lot of sense, but I think, and I think it's, um, significantly easier to accommodate in elementary school, in elementary classes than it is in Jr. High. I mean I think the premise of getting daily physical activity is great and I think there's lots of benefits but I think that, um, you know, I think that when it comes to looking at how do you schedule that in certain schools, I'm not sure that that really was given a lot of consideration when it was brought in.

Mandy also felt scheduling was not taken into consideration when the DPA initiative was sanctioned:

> I think it's fantastic and I would support it; however, you can't just say: do this, and not make room for it. You just, you can't. You know, again, especially in those testing years. And I don't want to put a lot of importance on, on those, because I mean, they don't dictate my classroom, but at the same time, other people are putting importance on them. The same people are telling us to, have, you know, keep these kids active everyday, also get through all the content, in a year. You know what I mean? You can't, you can't do both. Something, something needs to give.

Margaret felt that additional staff was necessary in order for the DPA initiative to function properly:

> I think the idea's good, I really do think the idea's good, but realistically do I think that everybody can do it all the time? No. Not unless you're ready to have a second person come in and be with those people, maybe that, like even at that specific time to go out and do physical, do you know what I'm saying? I think the idea's good. They thought Communism was good too until they actually tried to implement it, right? And then the realities of it…

According to the Alberta Government (2007), daily PE classes are considered an acceptable vehicle for the provision of DPA. Unfortunately, children at ICE Jr did not receive daily PE. Although not a core subject, PE was mandatory for all students. However, there was variation in the amount of scheduled PE classes the students received (Table 3). The general trend throughout the school year was that the younger students received fewer scheduled PE lessons per week than the older students. Grade five students were allotted two periods of PE per week, 50 minutes each on Monday and

Friday, while grade six students had four scheduled PE classes per week. However, each of these periods was only 30 minutes in length. When subtracting the time it took for the class to arrive to the gym, organize the activity for the class and clean up after themselves, the students were left with 15 to 20 minutes of class time per session.

Table 3

Scheduled and 'Actual' Minutes in PE Lessons per Week and Hours of PE per Year by Grade

Grade	Scheduled PE time (mins)	*Actual PE time (mins)	*Estimated PE time per year (hours)
5	100	80	53
6	120	80	53
7	150	120	80
8	150	120	80
9	150	120	80
Behaviour Class	200	160	106

Note. * Estimated based on observations of actual time students spent engaged in PE during lessons per week.

Curriculum and Staff Issues

Jordan was the primary PE instructor at ICE Jr. Jordan had formal training in PE instruction, demonstrated a keen awareness of the curriculum, and was thoroughly prepared to deliver it. She also provided documents for analysis, which were compared to actual practices of PE instruction throughout the school year; she laid out the curriculum for the entire school year on a spreadsheet including the unit, general and specific outcomes for the unit, activities and games used to achieve the outcomes, assessment and evaluation of the unit and what resources and facilities were available. This spreadsheet was also broken down by month for the school year. The general outcomes of the various units were listed in an A-B-C format: A-Activity, B-Benefits health, C-Cooperation, and D-Do it daily for life. These general outcomes were then broken down into specific outcomes by numbers that corresponded to grade-specific, in-depth explanations of the anticipated outcomes of the units. For example, in the cooperative games unit scheduled for September, the students were to play softball, flag football and soccer while achieving the general outcomes of A, B and C. For example, an anticipated specific outcome for grade 7 students under the general outcome of B, benefits health, was B7-2, otherwise written as "students will demonstrate and evaluate ways to achieve a personal functional level of physical fitness" (Alberta Learning, 2000, p. 20).

Traditional team sports tended to dominate the lessons taught. Through both group involvement and individual instruction, students were taught various skills, techniques and rules required to play each sport in the curriculum. For example, a student teacher who conducted a grade 7 PE class concerning basketball spent a portion of the lesson reviewing with the entire class previously taught sport specific skills. She also spoke to the students about potential fouls and explained some of the rules (e.g., traveling) and helped students learn how to correct their mistakes. She gave the students the opportunity to contribute to the lesson by asking what they thought the limitations were of various passes and asking them to think about when a certain pass might be used. The athletics director attempted to give students individual performance-contingent feedback throughout her classes. She also attempted to help students overcome their own barriers to positive performance by individual assessment. However, due to large class sizes, individual assessment and instruction often resulted in periods of class time where the majority of the class was engaged in unsupervised activities.

Tactical understanding was a lesson the athletics director indirectly taught the junior high students in her PE classes. One of the games played during the combative games unit included attempting to put a ball in the opponents' hockey net from a kneeling position. Tactical understanding was a key element for this game as it was played in a very confined space with a large number of students. Jordan created two equal teams based on student physical size and athletic skill for both boys and girls. Prior to the game, only one of the boys' teams began with a huddle where they discussed how they would maneuver the ball towards the goal. The other team spent that time pushing each other over on the mats and doing summersaults. The team that demonstrated tactical understanding through the development and employment of a strategy always won. Unfortunately, the team that did not use this strategic method for scoring did not realize that their lack of tactical understanding was the ultimate reason for their loss. Overall, the girls seemed to have higher levels of tactical understanding than either team of boys, who seemed inclined to use brute force and dog piles to gain possession of the ball.

Jordan was also able to help many students explore aspects of moral behaviour in her PE classes. For example, accepting the referee's calls was an obstacle for many of the students. One grade eight student left PE class after saying inappropriate things to Jordan because she was unhappy with a call that was made while playing basketball. Previously, this student had demonstrated what appeared to be good sportsmanship. However, this was one of the first situations in class where an activity was governed by a referee. Jordan explained to students that no game is going to be called perfectly, and that coping with the outcome is going to be a necessity if they were to participate on a school team. She told the student that "Yelling at the ref. is not tolerated in any game, at any school."

However, PE was not always taught in this manner. For example, Mandy, the grade six teacher, taught her class PE even though she was not formally trained in the discipline. She did not follow the curriculum and admitted to rarely planning her classes. "One day, I'll have a lesson planned, right now I'm just trying to have them burn off energy." An informal conversation with Mandy at the beginning of the study revealed that she had "no idea what to do with them." Although resources, such as game instructions printed from the internet, were made available to Mandy, she chose to not use them. As a result, over the course of 12 PE classes (approximately one month), Mandy failed to conduct PE class twice (other subjects were decreed to be of more importance at that time), four PE classes were cancelled for assemblies or classroom visitors, and pupils were instructed to play dodgeball in every remaining class except one. Generally, it appeared as if PE class was a rest period or coffee break for this teacher. She chose to sit on the sidelines with a cup of coffee and would intervene in the activity only during conflicts, of which there were many. Yet, during an interview she claimed that:

> I mean, for me in grade six, my PE program isn't really, you know, line to line with the curriculum, for me it's more of: ok, let's get out, let's run around, let's burn some energy! It's not as skill-based I guess. It's more a whole group, whole game, and we do a couple of projects in there too, but, uhm, ya… I don't, it's not enough.

Unfortunately, despite her teaching style and efforts, a number of students in Jordan's PE classes refused to participate, regardless of the activity. Although Jordan attempted to engage these students for several months, after awhile her efforts were less enthusiastic. During an informal conversation, she expressed her frustration and said that with such large PE classes, she needed to focus on the majority of students who did participate.

An additional issue at ICE Jr was the relative transience and stress of staff. Seven of the 8 teacher/coach participants had been involved with ICE Jr for two years or less. In addition, at the end of this study, only two of the participants agreed to stay at ICE Jr for another year. In an informal conversation, one participant reflected that she felt that her ability to cope did not meet the demands of her position. She felt that she had very little energy beyond trying to control student behaviours. The effects of teacher stress could also be seen to effect teaching style throughout the year. Teachers became less involved during PE lessons as the year progressed, and the involvement of guest instructors increased closer to the end of the school year.

Summary of Provision of PE

Overall, the findings showed that PE was not delivered daily and the school did not meet the demands of the DPA. Jordan was trained in PE, well-prepared, and followed the curriculum. As a result, the majority of her students were regularly engaged in learning skills and tactics, and explored some issues related to moral behaviour. However, even within Jordan's classes, pupils demonstrated some negative behaviours. Other teachers, such as Mandy, did not have formal PE training, did not prepare for classes, and mainly let her pupils play dodgeball while she sat off to the side drinking coffee. Negative behaviours during PE for this class were common. These findings show that within ICE Jr there were vast variations in the manner in which PE was provided and delivered among different teachers, as well as variations in the opportunities for children to be engaged in learning moral behaviours. It is also possible that the transience of teaching staff affected the quality of programming at ICE Jr.

Provision of Extra-curricular Sport

Delivery and Structure of Programs

Extra-curricular sport was provided via two different types of programs: lunchtime intramurals and inter-school sport activities.

Intramurals. Throughout the school year, both elementary and junior high students had the opportunity of engaging in lunchtime intramurals. Scheduled activities included indoor soccer, uni-hockey, and basketball, with each intramural season running for approximately two months (Indoor soccer: October and November; Uni-hockey: December and January; Basketball: February and March). Elementary intramurals were scheduled for Monday and Tuesday, while Wednesday and Friday were reserved for junior high intramurals. The gymnasium was closed during the Thursday lunch period due to the schools' early dismissal. Sometimes, however, Jordan would open the doors for students to engage in an activity of their choice.

Jordan organized, supervised, and was a referee for intramurals. Prior to the start of each season, she equally assigned students to one of four potential teams for both elementary and junior high. Each lunchtime intramural period was divided into two games lasting 15 minutes each. The two teams scheduled to play the first game were responsible for game set up and the other two teams, scheduled to play the second game, were responsible for post-game clean up.

Intramurals appeared to be very important to students. In fact, their involvement in intramurals was in stark contrast to their involvement in PE. Many students would rush through their 10 minutes of lunch prior to intramurals and wait outside the gymnasium for Jordan to let them in. Other students chose to not even eat lunch prior to playing intramurals. Most days, the students were waiting eagerly outside the gymnasium either to play or to observe the lunchtime ritual and cheer for their favourite team. It seemed as though if students were not playing they were avid spectators. Indeed, Brandon said: "I think they're just happy to have [intramurals] at all, really. I mean they're thrilled that they can participate in, that there's intramurals, I know they're all very popular, and congrats on having them. It's good". Evidence of the students' enthusiasm for intramurals included that it was not uncommon for the teams who organized intramural set up in the gymnasium to engage in an impromptu game of their own creation and to invite the spectators to join, regardless of age or grade. In these cases, prior to the start of the 'official' intramural games, the students separated themselves into teams and created rules as they went.

Despite the general enthusiasm for intramurals, occasionally, a team would show up short of players. These teams would have the choice of either forfeiting the game or playing with a short team. When given these options, the students would almost always choose to play despite being at a disadvantage. These students would generally not complain when they lost, but would talk to each other about different ways they could encourage their team mates to show up next time.

Unfortunately, intramurals were cancelled at the start of April because, as Jordan said, "I just don't have time to do it now" due to her work load and that no-one else would provide the necessary supervision. Teachers at ICE Jr, were required to participate in supervision activities outside of the school during all breaks, such as lunchtime. However, despite the high number of students who engaged in activities in the school gymnasium this location was not included in assigned supervision duties. As a result of her decision, Jordan reflected that, "they don't really have anywhere else where they can kind of show their skills and ability and do stuff. So, every lunch hour they still ask me 'when are intramurals starting again?'"

Inter-school sport teams. The school offered students opportunities to participate on eight organized sports teams throughout the academic year (volleyball, basketball, soccer (indoor and outdoor), curling, badminton, softball and rugby). Many of these teams competed in district-wide tournaments and competitions. Although the school did not formally offer track (i.e., there was not an organized team), students also had opportunities to participate in track events throughout the city.

The students' desire to participate in sport was reflected in their behaviour. Brandon, the boys' basketball coach, said:

> I find like, during basketball they're very driven because they really do want to join the basketball team, they really want to play the game, so for the most part they listen to almost anything I say, but there's always the exceptions, but I don't think it's that bad.

According to Brandon, the positive behaviours students' demonstrated on their sport team were counter to their regular classroom behaviours. This finding was confirmed through observations of student athletes. Throughout the year the highest level of positive behaviours were demonstrated during sport seasons, and during sport seasons students demonstrated the most positive behaviours when involved in extra-curricular sport teams.

Coaching staff. The coaching staff at ICE Jr was comprised of the athletic director, four staff members and one student teacher volunteer. In addition, two volunteers from outside the school community also helped coach teams at the school. These external volunteers had both been involved in some capacity with ICE Jr previously; one was the daughter of a former ICE Jr staff member and the other worked in the school as a student teacher several years prior to the current study.

As noted previously, the athletics director was the only staff member who coached school teams who had specialized training in PE and sport. Some of the staff members volunteered with no previous experience in the sport that they were coaching. During an informal conversation with one staff member, she recalled trying to coordinate a girls' field hockey team in a previous year but confessed to not having known the rules of the sport. Other staff members had personally experienced playing the sport that they coached, but had no formal coaching qualifications. At the time of this study, the student teacher and the external volunteers were or had been students in the Faculty of Physical Education and Recreation at the University of Alberta and all had engaged in outside coaching seminars and instruction. The student teacher was also a varsity athlete. Unfortunately, these volunteers were only committed to a single team throughout the school year whereas the staff members volunteered to help with a number of teams. Time commitments for coaching staff ranged from approximately 60 hours to 350 hours throughout the school year.

Jennifer, the girls' basketball coach, reported spending approximately 60 hours with her team during the basketball season either running practices or coaching games. She continued coaching the girls' team for nine weeks after the season was technically finished because:

> I feel that by keeping them active after school once a week, to play games and learn some
>
> new skills, not only does this keep them out of trouble, but I think it gives them another appreciation for the game… The girls that want to get better and improve are the ones that show up.

Jennifer opened her post-season practices to new recruits for the following year as well as those girls who were just interested in playing basketball recreationally.

Margaret, a staff coach for a number of teams including curling and baseball, reported being involved for approximately six hours per week with various sports teams throughout the entire school year for approximately 276 hours above and beyond her regular teaching duties. This involved coaching, driving students to practices and games, supervision of teams and support for students by being a regular spectator at sporting events.

In addition to her formal teaching responsibilities, Jordan was involved in various capacities with the volleyball team, the basketball team, indoor soccer and the rugby team. During an interview, she reported spending a minimum of 13.5 hours per week for six weeks either running practices or coaching games for both the boys' and girls' volleyball teams. In addition, there were a number of weekend-long tournaments bringing the total time Jordan spent involved with the volleyball teams over the course of the season to approximately 137 hours. Throughout the basketball season, she supervised the boys' team and officiated and supervised the girls' team for a total of approximately 188 hours throughout the 13 week season. Jordan also supervised both indoor soccer and rugby for a total of 10 and 15 hours respectively. Over the course of the school year, Jordan invested approximately 350 hours with various school teams beyond her regular work schedule. Other ways that she was involved with teams included arranging student transportation, ordering and maintaining uniforms and equipment, fundraising for equipment and transportation costs, shopping for food for tournaments to feed the students, preparing food for students, organizing end of season parties, arranging for additional coaches, refereeing games, attending school board meetings for coaching, arranging for sports camps for athletes, buying presents for coaches, and providing first aid to student athletes.

The athletics department at ICE Jr informally adhered to the principle that all students should be able to experience organized sport; so, regardless of team size or student ability, students were not to be cut from teams. During an informal conversation, Jordan explained that this philosophy encouraged all students to participate and enabled all students the opportunity to experience being part of a team. Despite the basic philosophy that 'everyone plays', some of the weaker athletes were not allowed to play during 'more important' games. Margaret did not agree with this and felt that it was unfair to students who thought they were part of a team:

> Tell them right up front, 'chances are you're not going to be able to play if you're not good enough'. Give them the option to go try something else. Don't tell

people they're part of the team and then make them sit on the bench and they've done nothing wrong.

Summary of provision of extra-curricular sport. In general, students at ICE Jr wanted to engage in extra-curricular sports. Lunchtime intramural activities were the only organized extra-curricular sport activity available to elementary students, while junior high students also had access to inter-school competitive sport teams. Training and sport backgrounds were varied for the coaching staff at ICE Jr, as was the level of involvement and the amount of time each coach devoted to school sports. While coaches promoted the philosophy of 'everyone plays', often during important events, this philosophy was benched along with the less able students. Additional trained staff and volunteers within the athletics department seemed to be a necessity.

Constraints to Physical Education and Extra-curricular Sport

During some of the spring and fall months, students at ICE Jr were able to use their school field as an additional space for PE lessons. But, as noted previously, the school field was in poor repair. In addition, the weather did not permit outside PE from the month of November through to the beginning of May. Six months of the 10 month school year required indoor PE. The size and positioning of the school field hampered the ability to engage in some sports, such as softball. The sole baseball diamond was placed facing the school as well as the children's playground. Students were inhibited from 'going all out' for fear of breaking windows or hurting small children. In addition, due to the adjacent busy street, safety was a concern for students playing in the field. Players had to use caution in order to prevent equipment, such as balls, from leaving the field.

When this occurred, students were forced to climb the school fence and navigate traffic to retrieve the equipment.

Instruction of activities in PE was also made difficult by issues with aging and inadequate sport equipment. For example, there were only approximately 12 gymnastics mats and they needed to be replaced since they were falling apart. As a measure of safety, students were forced to stand around the edge of the mats during gymnastics to keep them pushed together and had to take turns practicing the instructed movements. As a result, students often spent the greater part of their gymnastics class surrounding the mats and waiting in line. The hockey nets also needed to be replaced as the netting was torn in a number of places. Prior to the students being able to play hockey, the string around the holes needed to be tied together. Often, during a vigorous game of hockey, the nets would collapse and have to be redone. There also seemed to be a continuously decreasing number of basketballs and volleyballs due to holes and deflation. In fact, throughout the basketball unit, students were forced to share basketballs because there were not a sufficient number of balls for an entire PE class. Jordan said that:

> Our equipment is limited really, I need to… like, the gym, like, there was a lot of kids who were interested in learning how to do a higher level gymnastics… we don't have the equipment. And part of the problem is we had it, it was brand new, and it got stolen. And so… I don't know how you walk out of a gym or whatever, with volleyball poles. You know what I mean? Like someone walked out of this gym one summer with brand new volleyball polls! How do you do that? And how do, you know, like we had crash mats and they're gone. So where are these things, you know?

Prior to obtaining new uniforms, the students utilized what was available. Typically, this consisted of an amalgamation of mismatched school jerseys and school t-shirts obtained throughout a number of years. Often, the students did not have real uniforms, but wore shirts of a similar colour to the jerseys and had their player numbers tagged to their shirts with masking tape.

When preparing for a major city-wide track event, the students used the gymnasium. However, none of the students had ever run on a real track prior to the games and were unprepared for their events; running around the school gymnasium was hardly preparatory for running on a track.

An additional barrier was the relative inexperience of many of the teachers and coaches. Despite positive intentions, without the teaching and coaching staff obtaining formal training, it can be expected that the provision of quality sport experiences for many youth at ICE Jr may have been questionable.

Despite the fact that the school and its various community partners sought to support students' extra-curricular sporting activities, other barriers arose. For example, the curling arena staff was adamant that students have indoor shoes to use during practices and games in order to keep the ice clean. One boy who was on the curling team did not have a second pair of shoes, so one of the organizing teachers took him to buy shoes and paid for them herself. This example revealed that even when funding was provided (by the curling rink, in this case) some students still faced obstacles. Furthermore, the example illustrates the dedication of the staff in targeting individual cases to ensure that all students who wished to were able to participate.

The teachers thought that the students' nutrition was also a factor which constrained their sport involvement. Coaches and teachers tried to provide food for many of the athletes prior to games to ensure that students would have had at least one meal that day. For example, the athletics director found out that one boy, who was a top volleyball player at ICE Jr, had not eaten any food during the day prior to one of the most important tournaments of the season, so she brought him KFC. In another instance, one boy on the curling team had to end his practice early because he felt ill from not having eaten that day. One of the teachers who organized curling took him to buy food.

Summary of constraints. Primary constraints to PE and extra-curricular sport at ICE Jr were school facilities and resources, as well as individual participant resources. The configuration of the school field as well as the necessity for maintenance and renovations made outdoor activities difficult. A further barrier to outdoor PE and sport activities was the many months of inclement weather. PE and sport opportunities within the school were limited by inadequate sports equipment. Teacher/coach inexperience was another potential barrier to the quality of sport experiences offered to youth at ICE Jr. At the participant level, constraints included lack of financial resources to purchase personal equipment, such as specific shoes for curling, as well as a lack of proper nutrition. Individual teachers attempted to counterbalance some of the barriers that student athletes encountered.

Perceptions of Promoting Positive Outcomes Through PE and Extra-curricular Sport

In the absence of student interviews (which were conducted as part of the larger study), data pertaining to student outcomes were based on teachers' perceptions and participant observation. In the following sections, data have been matched with the 5Cs of PYD (Lerner et al., 2005c) in an attempt to demonstrate some of the ways in which positive developmental outcomes may be fostered through PE and extra-curricular sport.

Attempts to Promote Competence Through PE

Competence, according to PYD theory, is an individual's positive beliefs regarding specific life domains such as social/interpersonal skills (Lerner et al., 2005c). It was important to both Jordan, the athletics director, and Mandy, the grade six teacher, that activities were organized around helping all students feel competent: "I try to offer a range of activities… so there must be somewhere where they can fit in, do something they like" (Jordan), "we try to do like different games… where there's at least one part, whether it be the fielding, or the kicking, or something, that they feel confident at" (Mandy). Brandon, the boys' basketball coach, had previously taught PE to grade five students at ICE Jr and felt that the experience of feeling competent in PE could potentially affect an individual's competence in other areas of their lives:

> I guess, if they're feeling success in gym and they're not feeling success in [another class] they're going to feel competent at least in gym, which will hopefully give them like, I can do this, maybe I can do something else too. Hopefully that kind of attitude, you want to get a resilient, persistent attitude, like they'll try the three point shot like a million times until they get it, and they're like "Oh, I can do it" and they'll try it out in maybe a game situation. You know, you want to see progression and you get that, so it's good.

According to Beth, for many students, feeling competent in PE allowed them an opportunity of feeling positive about themselves:

> Like it's a way of expressing themselves? You know, so, and I think that for a lot of them, it's a very positive, like they're good at it. Which is nice 'cause they haven't always been good at everything else that they do.

On the other hand, through observations, it appeared that students who did not have a sense of competence in PE often were not engaged in the activities. Often, students would feign a sickness when the class was engaging in a sport in which it seemed they did not feel competent. An explanation of students' varying feelings of competence was expressed by Judy, the school nurse:

> In gym class you have to take every discipline and learn every different skill and not all of them are your cup of tea. Whereas, you might be a real keen basketball player, but a lousy volleyball player; and yet you have to go through the drills and do all of that… I would think they would see a sports program [as more beneficial] because that can be something they choose to belong to versus something they have to do.

Interestingly, although many non-participatory youth refused to engage in any sport activity throughout the majority of the year, these same students would participate when the sport being played was something it seemed they felt competent playing.

Attempts to Promote Competence Through Extra-curricular Sport

According to Jennifer, the girls' basketball coach, competence was developed in extra-curricular sports through consistent practice:

> It's practise, it's repetition. Uhm, we hadn't had that before, you know, you had sporadic practises, the scheduling was just weird. You know we'd play one day or two days a week, and then it depends if the boys are home or away that we can

> get the gym, so, uhm… it, you know, it's not, they weren't learning anything or you know, they'd learn and then forget. So now when they're coming to practise, you know, we're able to, I can say: do this. And they remember because they did it.

Margaret, who coached curling and baseball, felt that competence was demonstrated by increased knowledge of a sport and skill development, as well as improved social skills:

> Kids that were willing to take a risk to learn how to curl, that had no idea what they were doing out there, but by the end of it, were doing their own games. That's competence. That's going from not even being able to stand on the ice to actually knowing the turns and how to play the game, and, you know?... It was something that they couldn't do before, sure. Or watching people at baseball. Catching a ball, or hitting the ball finally! Like, that's uh, yeah I think that develops competence, like that's social skills too. Kids interacting with each other and learning how to be with other people and, not stand out.

Through an informal conversation with Jordan, the athletics director, it became apparent that a number of students only attended school during sport seasons, and that sport was potentially the only aspect of their lives where they felt competent. Margaret was thankful that those students at least had sport, "I think for some kids, that confidence in physical activity is their saving grace. You know? And that's where, you know, thank God that they have it."

Attempts to Promote Confidence Through PE

Confidence refers to an individual's global self-regard. Different from the term competence, which includes domain specific beliefs, confidence includes overall positive feelings of self-worth or self-efficacy (Lerner et al., 2005c). Few examples of promoting confidence were obtained, perhaps due to the global nature of the construct, and that observations revolved around physical activities. However, Jordan hoped that the development of confidence in PE would enable students to attain a positive sense of self overall:

> And that's really, like that's what my wish is, right? Is that they become confident in something where they feel, like they're good at, they can do other things in life that they thought were challenging.

Attempts to Promote Confidence Through Sport

As with confidence in PE, it was difficult to determine the relationship between sport involvement and the development of confidence. However, it appeared that students who demonstrated a sense of competence in sport activities also demonstrated a positive sense of self-confidence. For example, Beth, who coached soccer and curling, felt that students "certainly have self-pride that they might not have otherwise… I think their involvement in stuff really does increase their, well, their self-worth." Brandon, the boys' basketball coach felt that sport may have been the only area in which students at ICE Jr felt confident:

> I mean they may be confident in basketball because they know they're great at it, but I know even just basic reading for some of them is a very big challenge, they're not that confident. They've already decided within themselves that they're not a good reader, and they're not going to bother, basically. Which is sad.

Jennifer, the girls' basketball coach, also felt that sport was an area for students to excel, but wished that students could attain a balance of confidence throughout their lives:

> You may be really good in sports, but, you might not feel so confident in school…or, it just kinda, overshadows. Like I would like there to be a balance? And I would love for them to be just as confident as they are on the court, and off. But I know that's not always the case, so, uhm, I would hope that it helps.

Attempts to Promote Connection Through PE

Interactions that are both positive and bi-directional define connection in PYD. These interactions could be among peers, family or with community institutions (Lerner et al., 2005c). Within the school, the development of connections was very important. Mandy commented that "the school's very supportive of building relationships," and continued saying:

> The kids are valued as people. They're respected. They're not just people filling desks. Like, they are people that you talk to, and you value what they have to say and I think that's a very important thing, 'cause that doesn't always happen at every school.

Within the context of PE, connection included students' relationships with peers, their PE teacher and additional individuals in the classroom. According to Margaret, PE class allowed students who may not have always felt involved the opportunity of being connected:

> You know what, the athletic programs and the phys-ed programs is one of the big positives here, it is. And I've seen the kids it's drawn in, I mean, kids that don't fit in, are belonging on these teams that are feeling like they're a part of something, and watching them shine, like what a wonderful feeling to watch, to see that.

Mandy felt that playing sports was a way that new students could become integrated into the social network of the classroom:

> I had a bunch of new kids that came this year… and [one student was] very, very quiet, and you know, wasn't really interacting, but now when you see him on a soccer field? Kid can fly! And then just right away… respect and… you know, and then that carried through into the classroom: oh, be part of our group… there's that common thing too, right? 'Cause they're so phys-ed and athletic oriented, and so if it's in, it's common…

Teachers also felt that students' interactions enabled them to appreciate the cultural diversity found at the school. For example, Jordan said:

> I think it's really fascinating to watch groups of kids that come from various countries and backgrounds playing together. And how well they do do that. So that's, that's kind of a reward in itself to watch that 'cause its really something that you don't see in other schools, necessarily, because [ICE Jr] is so much more ethnically diverse than any other school in Edmonton, I'd say.

Positive relationships between staff and students at ICE Jr were also salient. According to Judy, "there was also something magical that happened every day that you worked with those kids. Or, at least for me it did. And so, the positive things, everyday there was something". Mandy reflected on the fact that she felt the school community was much like a small town school:

> You're always needed. You definitely, you know, you really feel like you're making a connection with these kids. And I don't think that happens in all schools, like, you are a part of these kids' lives. You know what I mean? And a

> lot of kids, even though it is very transient, a lot of these kids have been coming here since kindergarten, so… like you've taught their brothers and sisters, and it's almost like a small town school, in that way.

The trust established between student and teacher was reflected in a phone call Margaret received one morning:

> So we just hope for the best, we hope that they leave here with something, and that whole fear about when they do leave here though what support do they have, like here it's us. We notice, like they come in and tell us they've been arrested. [One student] called Monday morning, I got called, "[Margaret] you were right." I said "Where are you?" "Jail". Oh man buddy, like… [he was calling] so that I would know where he was.

Attempts to Promote Connection Through Extra-curricular Sport

Jennifer attempted to cultivate positive relationships among the athletes on her team through an activity where they could express their positive regard for one another:

> We do a thing at the end of practises and games, where, it's called "spotlighting" and kinda, they get in a circle, coaches aren't involved, and they go around the circle saying something, one good thing that someone has done that day… And so, for them, they're acknowledging each other, so in that, I would hope that they kind of, gain that mutual respect and likeness? 'Cause sometimes you don't necessarily like the people you're playing with. Uhm, so that they kind of gain that from each other, and can start to feed of each other. Where, it's not, I'm telling them to say something? It's that they go and do it, and stuff, and so that seems to be working, quite nicely.

Team members were also very supportive of one another without coach guidance. The majority of the members of the boys' volleyball team, for example, appeared to be very close and were supportive of each other even if their team was not doing well. Brandon encouraged athlete support for team mates:

> Well, I always say when you're on the sidelines to cheer on your team… it sounds very basic but they won't from the start, but they will after awhile, and you always support your team when you're doing drills or whatever and they may not be doing so well on a certain drill, you always encourage your team mates, you always cheer on your team mates, you always help out your team mates.

Student and coach relationships were also important outcomes of sport participation. Connections between student and coach were thought to differ from students' connections with other adults such as parents and teachers. For example, Jennifer described how the role of coach was different from that of other adults in student athletes' lives:

> They see their teachers everyday so, I mean, sometimes you, you know, you don't listen to your teacher, but there's me coming in… I'm not the parents and I'm not their teacher. I'm someone kind of, in between that sees them for a couple hours, you know, every week… you know, maybe I'm a role-model… So, I would hope that they would listen and to kinda, do as I say… just kind of be there for guidance, really, I hope.

Participation in sport was thought to positively influence students' connection to ICE Jr.

Jordan felt that positive sport experiences could also improve students' feelings of connection with their school:

> Like when I came to [ICE Jr], I took them to see the opening ceremonies [of a basketball competition at a local high school where] they introduced all the junior highs and they all screamed like they were really proud, right? Except for [ICE Jr]. They were embarrassed, like they were from [ICE Jr]. The next year they screamed and shouted like they were happy to be there. But it was really interesting to see… how, kind of looking at their strengths and them being able to be proud of what they've done?

Karen felt that a positive connection with school was influential to students' school lives outside of sport:

> The kids who participate in sports at the school I think for them they get that stronger connection to school and they really feel like it's a place that they belong and that they are a part of and have a connection to, which I think has a spin-off into they attend more regularly which of course has a positive result on how they do academically.

Overall it was believed that connection between student and school would develop with increased participation in extra-curricular sport programs.

Attempts to Promote Character Through PE

Character, according to PYD, can be defined as an individual's integrity, which is reflected through a respect for rules and a view of right and wrong (Lerner et al., 2005c). Judy felt that people at ICE Jr demonstrated character differently than those at other, potentially more affluent schools:

> I will be frank, I mean, they wouldn't have any problem saying to you, "fucking bitch." Uh, but, you knew exactly where you stood. Whereas if you worked in some of the other communities, they would look at you and say, "thank-you very much," and then go phone the, you know, CU, or Capital Health or something to make a complaint. These people are honest and in your face, and I kind of like that.

Character development was an issue some teachers felt needed to be addressed at school as students were not being educated on the rules of society at home. For example, Margaret thought that students did know right from wrong, but felt that discipline and a respect for rules and consequences had possibly never been enforced except at school:

> They've been brought up to come home with stolen bikes, and nobody asks where they come from, right? They know it's wrong. Absolutely they know it's wrong, they're not going to stop doing it. They get nice bikes, right? They know that it's not right to smoke pot or to drink. They drink and show up at school. You know? They know that. Why did they show up here, why did they tell us this stuff, why did they, why? Because they trust us. Because they know that if they fall apart, we won't walk out on them. That we'll still hug them and say you're a brat, that you made a mistake and you've got to do something about it. They know.

Within PE class, character was reflected in students following rules and demonstrating respect for those around them. Beth felt that students understood the rules of PE and followed the rules because they wanted to attend PE class:

> I think they respect [Jordan]. You know and so, you know, they see her as a good phys-ed teacher and they want to be in there, so, yeah. And I think, like, her rules make sense and so I think they can respect that as well, you know?

Teachers at ICE Jr shared their techniques for teaching character to their students. Mandy felt that it was important to talk to students and teach them to reflect on a situation from other people's perspectives:

> I'm a firm believer that people do stupid things, and that is ok. It's how you handle it afterwards that is hugely important. I think. Like, yes, everybody gets pissed off and reefs a ball. Oh, it hit somebody in the head… Did you say sorry? Did you feel bad? Did you… you know what I mean?…Talking about it… well how did that make you feel? Why do you feel like that? And… right from wrong and like understanding other people's perspectives I think is a big one for them too. Like, why do you think that person did that? Well, how were they feeling? And so I think that's a huge thing.

According to Jordan, it was important that rules and expectations were in place prior to incidents occurring:

> I'll set out expectations about what things should be like before we start… I always talk about expectations, and I think I use my assessment stuff to really highlight the importance of following the rules. And trying to, you know, match what is expected in a good classroom environment… you try to also set up rules and structure ahead of time, to be proactive, so that it doesn't have to occur, right? But then you also have to have a plan for when it does. But you also have to set

> up a rewards system, too, a lot of time. Or, what are they going to get out of it? To do the right thing.

Through observations, it was apparent that Jordan's philosophy of rewarding positive behaviour encouraged students to demonstrate positive character. For example, during one grade eight class, after experiencing a problem with students not listening during instructions, Jordan allowed a head start to the team who demonstrated the best listening skills during the explanation of a game that required speed. Students responded well to this reward and listened attentively. The head start was a reward the students seemed to appreciate because they all wanted to win the game.

Attempts to Promote Character Through Extra-Curricular Sport

Character development associated with sport involvement appeared to be different than character development associated with PE. Karen, the school principal, highlighted the difference when she said:

> I think on a sports team is where you, you know, where you learn some of those skills like being part of a team, committing to something, what does it mean to make a commitment to a team? Which may not necessarily be present in a phys ed class. And again that whole issue about you know, dealing with calls you don't like and how do you do that and how do you handle that and when you get angry or when somebody jostles you or dealing with all of those things, I think you get more of that on a team than you would in a phys ed class.

Coaches tried a number of methods to help students develop positive character. For example, Brandon utilized a contract at the start of the season:

> At the start of the year I introduce a basketball contract that they sign, that says basically that they have to respect all the stuff contracts should have on it, and they sign that, but they may not necessarily follow it right away, so you got to have consequences. You break part of the contract maybe you sit for the first five minutes of the game, or sit out for the first half or even the whole game depending on what you're doing. And playing time is the most important thing to these guys, so they catch on very quick. Very quick, which is good… you don't have their respect immediately, you have to earn it.

Brandon also though modeling behaviour was an important method of teaching character development:

> They learn by observing me, and what I do and how I treat… I'm the calmest person on the side of that bench and I want to scream at the ref, and I want to scream at the other coach, and yell at my players, but I'm always very reserved. I don't yell out or scream.

Students who demonstrated negative behaviours during athletic practices and events, such as yelling at a coach or referee, suffered consequences such as sitting out a period or game, and several students made the choice to no longer participate on a team after having been benched for their poor behaviour. Jennifer reflected on athlete behaviour:

> Refs is a prime example. The Refs are the authority on the basketball courts. You as a player do not speak to the Refs. And I am very firm on that. And I will yell at them if they yell at the Refs, 'cause that is not their job. The Refs are there, volunteering, just like I am, you know, most of them are not getting paid, more of

> them are teachers at the school… so, they're doing you a service, we couldn't play the game if they weren't there. So you must treat them with respect, and if you don't, you will not play. And I have pulled girls off the floor because they were yapping at the Ref. That is my job, but you know, I try not to do it because I want to set a good example.

Respect was a character trait that many of the coaches tried to teach their athletes in the hope that it would translate to other aspects of their lives. For example, Brandon said:

> I try to teach them respect, so when we go visit other schools that we treat the other school better than we treat this school. I try to teach them simple manners, rules, discipline, I try to make them so that when they hopefully leave they'll be better, I don't want to say better people, but they'll have, they'll be able to be well adjusted in society. That's what I'm going for. Basketball or any sport you're involved in and has a schedule and takes discipline will hopefully translate into their school work because practicing everyday takes a certain level of commitment as is helpful with other aspects of life.

Unlike the many examples of positive development reported by coaches, character development during intramural sport activities seemed to be limited. Examples of positive behaviours demonstrated by students engaged in intramurals included students helping to clean up after the lunchtime activities, sometimes even staying after the bell to make sure equipment was put away properly, and the majority of student participants would help a fellow student up if they were knocked down and apologize if they were hurt. However, although intramurals were generally a well received activity, participation often led to negative behaviours. Negative behaviours observed throughout game play included poor moral behaviour and not coping well with losing, damaging equipment, not listening to the referee, swearing at the referee and at each other, pushing and occasional aggressive behaviour and verbal confrontations. Also, some of the students who were instructed to clean up after intramurals would leave the clean up to their team mates or would simply throw equipment into the equipment room without thought of tidiness. Although some students demonstrated positive character development, a high proportion of student behaviours during intramural activities were negative.

The negative behaviours demonstrated during intramural activities were in contrast to the positive character development reported by coaches of the student athletes who engaged in interscholastic sport. This difference in observed character development seemed most likely to be associated with the differing levels of supervision within these two contexts, as well as the potential consequences of bad behaviour. The supervisor-student ratio during intramural activities was often one teacher for up to 40 or 50 students, whereas the coach-athlete ratio per team, although this varied for each team, was overall much smaller. In addition, coaches established a set of consequences for negative behaviours that they believed helped to improve the character development of their athletes, whereas students engaged in intramurals did not feel that consequences were of a high importance for negative behaviours during intramural activities. Hence, it seemed that having a coach to supervise a small number of athletes, as well as establishing consequences for negative behaviours, played a very important role in the establishment of boundaries and the reinforcement of positive behaviours associated with character development.

Attempts to Promote Caring and Compassion Through PE

Caring and compassion is embodied in the expression of empathic regard for others (Lerner et al., 2005c). According to Jordan, the students at ICE Jr "understand the whole idea, being empathetic, they are just empathetic by nature in a lot of ways, a lot of these kids." Judy agreed that empathic regard was common at ICE Jr:

> I think the other thing that I really like about working with those students and those families, is they are generous to a fault. They have so very little, but they will share whatever it is that they have, and I think we could learn much from them. And they are very generous with their love and caring as well, and I think that, uh, that is quite delightful.

During her interview, Jordan shared an example of the caring and compassion demonstrated by the students at ICE Jr:

> They share money, they share food, they really, you know, one of the things that stuck out in my mind is there's a, kind of a drunken homeless guy passed out in our hallway, and you know, the police didn't come 'cause he wasn't having a seizure or anything, whatever, and he finally got on his feet at the end of the day and he's out at recess, or, you know, at the end when all the kids are out, asking them for money. And so, most people's reaction is like "get outta here! Go!" right? These poor kids were giving him all their money. They really, they really have, they really understand.

Mandy reflected on the caring and compassion her grade six students demonstrated to those who may normally be outside of their social network:

> We do a lot of work with the younger kids, and at recess I see them being more role models and taking care of those littler kids?... Like I have one boy who's quite rough and quite aggressive, but you see him with his little sisters and, you know, he lights up and he just totally glows and it's good. It's kinda one of their strengths.

In a PE setting, caring and compassion were demonstrated through students' concern for the safety and well-being of those around them. Injuries were common during PE, and students were always helpful in these situations. If a girl was injured, the girls in the class would stop playing and crowd around to make sure she was alright. Jordan would have to then force them back into the game as they would all be preoccupied with their injured classmate. Generally, the boys were not so demonstrative when there was an injury, but if someone was knocked down they would help him up and make sure he was well before continuing with their game. Sometimes, the two boys would shake hands to ensure that there were no hard feelings.

Students' empathy extended beyond their peers to include the adults around them. During one grade nine class while the students were playing floor hockey, I got hit in the head with a puck while sitting on the sidelines. Although I had not seen who had been behind the puck, one student took responsibility for the incident and apologized and made sure I was alright. Another example of students' genuine concern for those around them was when Jordan's sister was in a car accident. Word spread quickly through the class of grade nine students in the gym and a wave of students flooded Jordan's office offering her condolences and hopes for her sister's recovery. Interestingly, one student was afraid that Jordan would take time off work to be with her sister because the students needed her, too.

Attempts to Promote Caring and Compassion Through Sport

In the context of sport, caring and compassion could be expressed through concern for the well-being of other athletes. According to Brandon, athletes also demonstrated caring and compassion through concern when a team member was injured, "Sympathy or empathy? If someone gets injured, they're all there huddling around asking if he's ok, they'll help him up, carry him to the sidelines, that's good to see." Jennifer found the girls on her team to also be empathetic towards their opposition, which, she thought, occasionally reduced their ability to be competitive:

> Even the girls that they're playing against. Even opposition, yeah. Well, unless they're really mean, but it depends. But for the most part, they're pretty good. Uhm, yeah. I was surprised. And now it's kinda, it's driving me nuts, 'cause they're almost too empathetic… sometimes it takes away from the competitiveness.

Jennifer felt that the caring and compassion expressed by the athletes on her team was an example for her to learn from:

> They always say sorry. And it drives me nuts, because, you're playing a game against someone, and you, even if you accidentally hit them, it's a game, you don't say sorry. That's just how I was taught. So but them, so they're very, you know, "Oh, I'm so sorry I didn't mean to do that". They're very apologetic about doing that. I mean, which is good. It's a good quality to have, it's not one I possess! (laughs) So I'm learning from them, "Oh, I'm sorry!" But uhm, they're

> very concerned about, you know, their team… oh you know, [Kiri's] not well today, she's not here, I hope she's ok. Or, [Jenny's] sick and she's not going to be here. They're very concerned about everyone else on the team... so they're, I am, they have been teaching me to be more empathetic, which is good.

Summary of Attempts to Promote Positive Outcomes Through PE and Extra-curricular Sport

Competence in PE and extra-curricular sport was thought to be developed through varied activities and consistent practice. The development of competence was believed to subsequently help students experience a sense of self-confidence. Teachers felt that through involvement in PE classes and extra-curricular sport, students could increase their social networks with other students. Observations confirmed positive connections between students as demonstrated by students' seemingly unfailing support for peers in both PE and while engaged in extra-curricular sport teams. Student involvement in PE and extra-curricular sport was also thought to help students develop connections with staff members and coaches, as well as enabled students to feel connected to the institution of ICE Jr. PE class and extra-curricular sport involvement were both thought to influence character development. However, character development was viewed differently depending on the context. For example, it was believed that the voluntary nature of extra-curricular sport, as well as the inherent competition and rule structure, would be more influential in the development of positive character, and that the consequences of not following the rules on an extra-curricular sports team were thought to be of higher importance than consequences within an intramural or PE class setting. Caring and compassion were thought to be, in general, an innate and enduring characteristic of students at ICE Jr, and was demonstrated by students through unbridled generosity and honest concern for the well-being of those around them including their school mates and their peers on opposing teams, as well as demonstrated by students' empathy towards adults, such as coaches and teachers. Teachers and coaches believed that the caring and compassion demonstrated by students at ICE Jr was something they themselves could learn from.

Chapter 5 – Discussion

The purpose of the current study was to examine how PE and extra-curricular sport programs were provided by teachers and coaches to youth at an inner-city school, and how positive developmental outcomes were promoted. Overall, results from this study demonstrated that the school was located in a potentially dangerous neighbourhood where teachers thought there were few opportunities for physical activity existed and safe play for children and youth. Within the school, teachers' PE training was varied, as were the ways in which they delivered PE lessons. In addition, the goals of the DPA initiative were not attained at this school and PE was often relegated to a minor position within the school curriculum and replaced with non-physically active activities. Barriers to the provision of PE and sport included weather issues for outdoor sports, school facilities, and resources. In addition, individual participant resources provided barriers to student participation, including children's poor nutrition. Often, though, individual teachers tried to help students compensate for personal barriers. Finally, although teachers at this school believed that psychosocial outcomes reflecting the 5Cs could be taught through PE and sport, it appeared that these outcomes were dependent on the context (e.g., classroom PE lesson vs. extra-curricular sport) so the outcomes did not appear to be consistently realized.

Neighbourhood Characteristics

Considering the descriptions of the neighbourhood, it was likely that the context generally had a negative impact on students' experiences. Overall, the results of this study were consistent with previous research in urban school settings (e.g., Chen, 1999; Duncan et al., 2002; Ladson-Billings, 1995; Page, 1987; Purkey & Rutter, 1987) where opportunities for physical activity experiences and resources at the neighbourhood level were lacking. Although the current neighbourhood findings are not particularly unique, they do add to a growing body of literature which indicates the importance of understanding contextual factors when examining students' in-school experiences (cf. Talbert et al., 1993). Additionally, teachers perceived that the fact that minimal options were available to families within this neighbourhood highlighted the importance of programs provided at the school level; perhaps the only location within the neighbourhood where youth had access to safe, supervised activities was at ICE Jr. In addition, when examining resources for physical activity within the neighbourhood, it appeared that the quality of the resources was a consideration. For example, the distribution of playgrounds within Edmonton has been found to be equitable based on social need; high social needs populations, such as inner-city families, have high accessibility to playgrounds (Smoyer-Tomic, Hewko, & Hodgson, 2004). However, when quality of playgrounds was considered children within the inner-city were seen to be at a disadvantage for accessibility to good playgrounds. What this indicates is that perceptions of accessibility and safety may be of higher importance than the actual presence or number of facilities within a neighbourhood.

School Characteristics

Although the school received some needed upgrades in recent years, ICE Jr appeared to be similar in many aspects to previously examined inner-city schools. For example, teachers at ICE Jr reported a severe lack of resources that they believed influenced children's learning environment; this is consistent with previous research examining urban school environments (e.g., Purkey & Rutter, 1987). In addition, as a large portion of the student body at ICE Jr was ESL, teachers experienced problems in communicating with their students, let alone providing students with high quality educational experiences, which has previously been reported as problematic in multi-cultural schools (Talbert et al., 1993). One reported positive feature of ICE Jr that was different from inner-city schools discussed in previous research was the opportunity youth had to access positive programs, such as the CCEP, that were housed within the school. Although these programs were available to students, they were not always effective in providing services, and more community involvement was considered necessary.

Structure and Delivery of PE and Extra-curricular Sport

The philosophy of the PE plan according to the handbook created by Alberta Learning (2000) was to "enable individuals to develop the knowledge, skills and attitudes necessary to lead an active, healthy lifestyle" (p.1). The focus of Alberta Learning is on the development of the whole individual, not just the physical. The handbook emphasized the important role of PE towards the development of life skills, such as the ability to cope with life challenges. As such, the curriculum was broadly consistent with some of the goals of PYD. The school and teacher were considered to be gateways for knowledge and skill development required in childhood for lifelong healthy lifestyles. This handbook formed the basis of the PE curriculum as dictated by Jordan, the athletics director of the school.

Several findings about the delivery of PE and physical activity were revealed. Results from this study indicated that the school did not adhere to the guidelines of the DPA initiative as sanctioned by the Government of Alberta as mandatory for all schools within the province (Alberta Government, 2007). School administrators, according to this initiative, are responsible for the implementation of the DPA initiative within their schools. The DPA has not been subjected to formal evaluation research, so specific comparisons with previous research are difficult. However, physical activity levels of elementary school students have previously been associated with the priority administrators have placed on the provision of sufficient physical activity opportunities for students (Barnett, O'Loughlin, Gauvin, Paradis, & Hanley, 2006). Furthermore, this research revealed some important information about teachers' perceptions of this initiative. Although teachers generally had positive opinions about the importance of DPA, from their perspective, certain challenges limited their ability to provide a DPA program within the school. Problems with scheduling DPA and having staff members who were capable of teaching PE were major obstacles to the full compliance of the DPA initiative. These findings represent a unique contribution to the literature and may also provide a starting point for future systematic evaluations of the delivery of DPA across Alberta.

Regarding the delivery of PE, findings showed that PE classes were scheduled for 100-200 minutes per week or between 53 hours to 106 hours per year (Table 3). A recent study conducted with 36 middle schools across the US found that less than one third of schools provided students with daily physical activity, and the average exposure to PE class was approximately 110 hours per year (Young et al., 2007). The amount of PE provided to students at ICE Jr appears to be comparable to those schools within the aforementioned study that provided less than average PE opportunities for students. It could be argued then that many students at ICE Jr did not receive appropriate PE lessons to produce required outcomes. Additionally, it appeared that little importance was assigned to PE in the school. In fact, PE appeared to be viewed by teachers and administrators as a secondary concern. These findings are consistent with previous research that has demonstrated that PE classes are marginalized by schools, teachers, and even by students (e.g., James, Griffin, & France, 2005; Young, Felton, Grieser, Elder, Johnson, Lee, & Kubik, 2007). PE as a discipline does not seem to have been ascribed the same importance as other subjects that have been deemed more academically rigorous. Given that children typically receive 25% of their needed exercise at school (Carlson, 1990), the low levels of dictated PE time at Ice Jr may have negative implications for students' overall engagement in physical activity.

Regardless of variations in staff training, PE at ICE Jr adopted a traditional, sport-specific focus. Much like previous research, the results of this study indicated that this traditional focus did not work to engage all students (Pagnano, 2006). In fact, based on observations and teachers' perceptions, student motivation to participate at ICE Jr seemed to be fairly limited. Differing curricular formats do exist that have demonstrated increased participation and motivation among students, such as Teaching Games for Understanding (TGfU; Butler, 2006; Pagnano, 2006). Instead of focusing only on sport specific skill development, the TGfU curriculum model enables teachers to provide student-centered learning through meaningful activities that encourage student autonomy and responsibility. By acknowledging the uniqueness of each individual, students are encouraged to become active agents in their own learning (Pagnano, 2006). By adopting a TGfU curriculum, there is the possibility of creating an environment where activities have inherent value for students (Butler, 2006), which is similar to how coaches described student participation in extracurricular sport at ICE Jr. A non-traditional curriculum could function to more fully engage non-participating youth.

Providing students with high quality PE experiences has been shown to be associated with children's overall physical activity and an increased chance that children will engage in voluntary physical activity, such as extra-curricular sports (Trudeau & Shepard, 2005). The lack of physical activity programming provided throughout the ICE Jr neighbourhood and the minimal opportunities for PE at the school level is a cause for concern for the future health of youth in this neighbourhood. In addition, the inexperience of teachers and coaches implies that students may not receive the highest quality of sport experiences. However, students at ICE Jr did have the opportunity for positive physical activity experiences through involvement in extra-curricular sport at the school, such as lunchtime intramural activities and inter-school competitive sport teams.

Both Bronfenbrenner's bio-ecological model of human development (1977; 2001) and PYD theory (Lerner, 2002) emphasize the importance of bi-directional relationships between youth and the various systems with which they interact. It is through these relationships that human development is shaped (Bronfenbrenner, 1977, 2001; Bronfenbrenner & Morris, 1998; Lerner, 2002; Lerner et al., 2001). According to Danish et al., (2005) the opportunity for the integration of these relationships is inherent within school based programs. Results from the current study reflect the importance of examining the influence of relationships across ecological systems with regards to PE and extra-curricular sport.

There seemed to be a strong interplay between the proximal family system and the distal aspects of school PE and sport involvement, which could subsequently affect youth development. The involvement of family, specifically the mother, has been found to provide a buffer against negative environmental influences (Bronfenbrenner & Morris, 1998). However, teachers believed that the family microsystem for many students at ICE Jr was quite chaotic, and teachers and coaches reported an extreme lack of family involvement. The bio-ecological model emphasizes the importance of forces that attempt to create stability from chaos (Bronfenbrenner & Morris, 1998). Rules and consequences of actions established within PE and extra-curricular sport contexts provide examples of attempts to provide stability for students at ICE Jr. However, to be most effective in the development of positive outcomes, family support for school programs and initiatives is essential as children are likely to model their parents' beliefs and behaviours regarding physical activity (Vilhjalmsson & Thorlindsson, 1998). Therefore, in order to provide students with positive experiences, school programs should seek the support of families and aim to involve family members as much as possible so that they help create a sense of stability within students' lives and possibly counteract some of the negative environmental influences these youth may experience. However, based on the family limitations teachers appraised in this study, family involvement may not be possible and so there may be a need for higher levels of community involvement.

According to both the bio-ecological model and PYD theory, one source of positive developmental change is bi-directional relationships among youth and members of their neighbourhoods (Bronfenbrenner & Morris, 1998; Lerner et al., 2002; Lerner et al., 2005a). Therefore, it seems reasonable to acknowledge the potential involvement of the ICE Jr neighbourhood in promoting positive development among youth. The involvement of an ICE Jr alumni during basketball season demonstrates the potential for positive community interactions. However, this involvement was instigated by the community member, and efforts were not made at a school level to further positive community relationships. Regardless of the reported neighbourhood-school collaborations, teachers still reported a lack of community support for physical activity initiatives within the school. This resulted in difficulties delivering PE and sport programs for youth at ICE Jr. Funding from the community as well as community support in the form of additional manpower, translators or even spectators, could have enabled higher quality physical activity experiences for students. In addition, it appeared that teachers believed the prevalent problems within the neighbourhood would impede any neighbourhood contributions towards PYD. Segregation of children from their adult neighbours could include further constraints to children's development or even the contribution towards negative outcomes. Also, it seems likely that segregation between school and neighbourhood contributed to the lack of involvement of the community within the school. Although PYD theory acknowledges the potential for negative outcomes associated with interpersonal relationships, the segregation of youth from their neighbourhood is in opposition of PYD ideals, which supports the promotion of integration between youth and society (Lerner, 2002). Further research that specifically examines children's unique social ecologies, such as religious group affiliation and organization involvement within the neighbourhood context, in addition to the dynamic between school and neighbourhood, may help clarify the specific role of the neighbourhood environment in children's development.

An additional consideration regarding bi-directional relationships is the potential influence of youth from ICE Jr on the development of their neighbourhoods. Beyond individual development, the bio-ecological model is concerned with the development of systems surrounding individuals (Bronfenbrenner & Morris, 1998). Therefore, future research should examine the manner in which youth who attend ICE Jr, as well as the PE and extra-curricular sport programs in inner-city schools, attempt to influence the surrounding neighbourhood. The encouragement of positive reciprocal relationships between the systems of school and neighbourhood may have a positive impact on how these systems develop, and affect the development of the youth who experience them.

Interestingly, it appeared that within the school context differing opportunities for developmental outcomes arose within the contexts of PE, intramurals and interscholastic sport. Although all three settings emphasized physical activity, each setting was unique. Examinations of these contexts revealed that variables beyond physical activity contributed to the demonstration, or lack thereof, of positive development. Examining PE opportunities provided by ICE Jr within the context of the criteria put forth by Hellison (2000a; 2000b) revealed that the students at this school were generally not exposed to situations that were most supportive to their positive development. The provision of PE classes, which were intended to provide physical activity experiences to all students, lacked a number of essential TPSR model qualities. Class sizes were too large to establish a positive relationship with all students, and the necessity of monitoring behaviours enabled some students to fall between the cracks. Variability of teaching style also contributed to the lack of opportunities for some students. While physical and cognitive needs were generally seen to be addressed through PE, students' emotional needs were not a primary focus. In addition, student individuality was limited in the PE setting due to curriculum restrictions, as well as the time allotted to activities; although the athletics director attempted to engage students in activities to provide opportunities for experiencing success, the lack of participation for many disengaged students was not addressed.

The context of intramural activities seemed to incorporate aspects of both PE class and inter-scholastic extra-curricular sport involvement. Similar to PE classes intramural teams were overly large, had a single adult providing supervision, and did not focus on student needs (e.g., affective needs or skill development). However, it allowed students to engage in voluntary competitive sport activities. Unlike either PE class or extra-curricular sport teams, intramural activities did not include skill instruction. Intramural activities at ICE Jr were quite popular, and many students appeared to prefer these lunchtime activities to interscholastic sports teams, which is contrary to the evident decrease in intramural sports programming that has been reported in the US (Danish et al., 2005). However, the poor moral behaviour that was observed during intramurals highlights that more is needed than the mere provision of activities to promote positive outcomes, and that program delivery variables will influence how youth experience developmental outcomes (Bredemeier, Weiss, Shields, & Shewchuk, 1986; Petitpas et al., 2004; 2005). For example, Bredemeier et al. found that teacher instructional style was influential in the demonstration of children's moral reasoning. A primary difference between intramural activities and interscholastic extra-curricular sport teams was the presence of a coach who helped guide student behaviours.

It appeared that some aspect of student involvement in an extra-curricular sport at ICE Jr influenced positive behaviours, and that when those variables were no longer present, individuals began to engage in negative behaviours. As demonstrated through behaviours demonstrated during intramural activities, it did not appear to be the mere involvement in competitive sport that encouraged demonstrations of positive character. In this study, character development seemed to be highly associated with activities where a small number of students were engaged in voluntary and, possibly, intrinsically rewarding activities supervised by a respected and knowledgeable adult. Although the extra-curricular programs at ICE Jr were not examined with regard to the tenets of Hellison's work (2000b), these findings seem to be in accordance with the general foundation of the TPSR model.

Barriers

Several barriers to the provision of PE and sport were identified. Although previous research has explored problems associated with a general lack of resources for inner-city schools (e.g., Purkey & Rutter, 1987), the importance of accessibility to school facilities (e.g., Barnett, et al., 2006), and the association between proper sport equipment and safety (e.g., Benazzo, Stennardo, Velluti, Salvi, Caputo, et al., 1999), research has not examined the specific impact of the availability and quality of sporting equipment on physical activity involvement for youth. Results from the current study indicate that issues specifically related to aging and inadequate sport equipment reduced students' levels of involvement in physical activities. In addition, lack of supervision for activities, and Jordan's time constraints provided an additional barrier to activity opportunities within ICE Jr. Future research should further examine the extent to which equipment quality and quantity and staff resources impacted participation.

The school, in partnership with the CCEP, attempted to provide physical activity and sport opportunities for students within the ICE Jr neighbourhood. In principle these programs seemed positive, but it is important to note that their effectiveness was generally limited to a small proportion of the ICE Jr student population who were also highly involved in other activities. The majority of students were not included in these programs and did not necessarily have positive sport experiences. Previous research has advocated for unequal distribution of resources, arguing that more resources be allocated to low-income neighbourhoods and that these neighbourhoods should be considered priorities when developing health initiatives in order to reduce the potential for a future socioeconomic health dichotomy (Veugelers & Fitzgerald, 2005). The findings from this study concur with the literature. However, it is evident from the current study that focusing merely on providing funds and opportunities to inner-city neighbourhoods is inadequate; within these neighbourhoods, culturally relevant initiatives need to be developed and supported long-term to target non-participatory youth.

Teachers' Perceptions of Psychosocial Outcomes

Fredericks et al. (2002) found that students who felt competent in activities seemed to demonstrate increased self-confidence, which subsequently helped to maintain their level of participation. According to teachers' perceptions, this was also true for the students at ICE Jr. Those students who felt competent in their sporting activities were generally open to engaging in more physical activities within the school, including higher participation in PE classes, increased involvement in intramurals, and involvement in more extra-curricular sport teams. Although it was not possible to determine whether or not PE and sport involvement influenced students' overall confidence, students who demonstrated higher levels of competence in their activities concurrently demonstrated higher levels of confidence. The direction of the relationship between competence and confidence could not be determined, but it appears that the two measures were interrelated. Teachers and coaches at ICE Jr seemed to believe that involving students in situations where they could feel competent would help them experience confidence in their lives. Danish et al. (2005) felt that the skills needed to succeed in life are the same as those skills needed to enhance performance in sport situations. Therefore, by developing skills in sport settings, it can be assumed that the adults at ICE Jr were correct in their assumptions that there is the potential for transference from one context to another.

Positive connection with consistent, caring adults is considered an essential feature of youth development programs according to Hellison (2000b); this is also a primary component within PYD theory (Lerner et al., 2005a). PYD does not, however, differentiate between types of adult-youth relationships, i.e., that of coach and athlete or teacher and student, which emerged as an important distinction in the current study. Adult participants, including both teachers and coaches, discussed the importance of the connections they had established with students, and spoke positively about these relationships. However, the connections between students and teachers seemed to be different from those connections between student athletes and coaches. Teachers felt the connections they maintained with students demonstrated relationships of trust and caring. However, within the context of PE, the sheer number of students within each class prevented the establishment of strong connections with all but a few of the students, despite what teachers reported during their interviews. In addition, it appeared that connections between students and teachers were limited by the primary role of the teacher as instructor and disciplinarian within the classroom. Ultimately, while some students had the opportunity to experience positive, nurturing connections with their teachers, the teacher role was still that of an instructor with the responsibility of enforcing the classroom rules.

It appeared easier for coaches to establish relationships with their athletes. A positive dynamic was possible in part because of the number of students per team. With fewer students, coaches found it easier to connect with all or most of their team. Coaches also believed that students viewed the role of coach differently than they did the role of teacher, which they believed altered the dynamic between athlete and coach. Coaches felt they were viewed as someone who was helping students to experience sport as well as potential role models and friends to students. Even teachers who were also coaches felt that their role changed outside of the classroom, enabling them to develop more positive connections with student athletes. Differences were also related to the consequences coaches placed on athletes compared to the consequences enforced by teachers for inappropriate behaviours. It is also possible that relationships between students and coaches or teachers varied based on children's values (e.g., athletics vs. academics). However, to confirm this possibility further research is needed that obtains the opinions of the children.

Teachers also felt that PE and sport provided avenues for students to experience positive connections with their peers, which is an important feature of PYD theory (Lerner et al., 2005c). In this study, connections were generally only discussed regarding student participants. However, according to adults, students who were willing to participate and those who did well at sports, were likely to experience positive connections with other students. Unfortunately, students who did not participate were not included in this discussion. From teachers' accounts of connections between students, it seems likely that PE and extra-curricular sport only enabled the development of connections between students who participated, and that non-participatory youth were excluded from the development of peer connections within these contexts. Examination of students' perceptions of connections in PE and sport contexts is necessary to understand the complete dynamic of these relationships.

Character development was stronger in the context of extra-curricular sport than it was in PE. The prevalence of non-compliant youth that was observed within PE classes at ICE Jr was similar to results reported in previous research with urban PE classes (e.g., Ennis, 1995) where students often refused to dress appropriately for class, and would not listen to teachers. While PE at ICE Jr was mandatory, sport teams were voluntary, therefore eliminating the presence of difficult, non-participatory youth. It seems that extra-curricular sport teams may have succeeded in engaging children in adaptive activities that promote healthy development where PE classes at ICE Jr failed to do so for all children (Lerner, 2002). Students were also more likely to demonstrate respect for their coach who appeared to be viewed as the vehicle through which students were able to engage in their desired sport; without the coach, students couldn't play.

As noted previously, the involvement of coaches seemed to have a positive impact on student athletes' behaviours. However, the temporary nature of the positive changes demonstrated by student athletes implies that while these youth seemed to thrive while engaged in meaningful activities, overall, there was not a lasting change in their mental or behavioural processes, which is believed to be observable confirmation of the experience of positive development (Lerner et al., 2002). The importance of a coach was evident when comparing types of extracurricular sport activities. Students who demonstrated the highest level of character and moral behaviours were athletes on organized teams. Intramural participants, however, were more likely to engage in morally negative behaviours, such as a lack of respect for Jordan, the teacher in charge. Developing intramural activities that recreate aspects of interscholastic sports teams seems to be one way of counteracting negative behaviours, as well as promoting more positive changes throughout the school year.

The demonstration of empathic regard for others illustrates what it means for someone to experience the caring and compassion aspect of the 5Cs of PYD (Lerner et al., 2000c). Students at ICE Jr demonstrated a strong sense of caring and compassion in both PE and extra-curricular sport settings. In fact, according to teachers and coaches, student caring and compassion was found to extend beyond these physical activity settings to include students' involvement with younger peers as well as members of the community, such as opposing team members and adults from the community who were in need. Caring and compassionate behaviours appeared to be innate for the students at ICE Jr, and, although PE and sport experiences offered an avenue of expressing these sentiments, as well as perhaps encouraging the demonstration of caring and compassion, it seemed that the students at ICE Jr would likely have demonstrated these behaviours regardless of their location, their peer group or their activity involvement. Subsequently, when examining these demonstrations of empathy among youth at ICE Jr, it seems likely that caring and compassion is an inherent strength that should be cultivated, as described by PYD theory (Damon, 2004). When discussing his bio-ecological model for human development, Bronfenbrenner (2001) expressed concern over the potential implications for human development should society begin to be deprived of human experiences, such as caring for other human beings. The results from this study should lend hope for a future of caring and sensitive adults. Further research is necessary in order to understand the specific relationship between PE and extra-curricular sport involvement regarding the experience and expression of caring and compassion for inner-city youth.

Strengths and Limitations

A debate surrounding the scientific essence of ethnography is that of researcher interpretation. As mentioned previously, this study adopted an interpretivist paradigm, which may be considered by some to be a limitation of the study. Sands (2002) discusses various views of an interpretivist paradigm. One view holds that interpretation in ethnographic research is a representation of what was observed and experienced by the researcher and does not fully capture the cultural reality of the participants (Sands, 2002). However, the opposing view in the debate, and the view to which the author of this study subscribes, is that ethnographic research can be a tool to study culture through systematic methods and that the subjectivity of the researcher should be acknowledged and embraced rather than discouraged (Sands, 2002; Smith, 1996). Qualitative research is conducted among participants and the researcher is an integral aspect of the research process (Wolcott, 1990) and therefore the researcher is no longer separate from the research (Smith, 1996). Furthermore, the manner in which a researcher learns about the culture of interest is also thought to be the same as the manner in which the research participants learn about the culture (Fine, 1999). As mentioned previously, a reflexive journal was used throughout this study in order to monitor my own perceptions and remain aware of the potential influence my personal perspective may have on the study

(Lincoln & Guba, 2003; Patton, 2002). Ultimately, researcher interpretation was not thought to be a limitation of the study. Because of the systematic methods employed in this study, researcher interpretation should be considered one of this study's strengths.

Prolonged exposure to and immersion in the research setting were considered strengths of this study due to the subsequent rapport that was developed with participants. An additional strength was the persistent observations of the research participants which enabled a view of behaviours across PE and extra-curricular sport contexts throughout the school year. In addition, triangulation of multiple data sources including observations and interviews was thought to lend credibility to the results.

Limitations of this study included limited generalizability and sometimes restrictive circumstances surrounding data collection (Wolcott, 1990). It is possible that results from this research could be relevant to other inner-city contexts with contextual characteristics similar to ICE Jr. However, while generalizability of findings is considered important, within naturalistic inquiry, Guba (1978) also acknowledges a diminished value to generalizations, which should be considered hypotheses for future research. Due to the supposed emphasis on PE and extra-curricular sport maintained at ICE Jr, this school was considered to be the most appropriate inner-city school context within Edmonton to conduct our research. However, future research that examines PYD across multiple sites within the inner-city may yield a more complete picture of the experiences of youth in an inner-city context rather than relying on a single data collection site. In addition, numerous problems were encountered throughout this study. For example, unexpected assemblies and field trips which were scheduled during PE classes caused delays in data collection. The lack of returned consent forms was also problematic for the observation aspect of this study. It is possible that children from those families who returned consent forms may not be typical of students in this context. For example, although a high proportion of students at ICE Jr are ESL students, only a limited number of students from ESL families returned consent forms. Student attendance and transience further added to delays and emphasized the need for researcher flexibility throughout the project.

In addition, while issues surrounding the DPA initiative were discussed, generally this study did not examine policy issues surrounding the provision of PE and extra-curricular sports at ICE Jr. Future research should examine teachers' perceptions of school district policies and how they view the implementation of these policies within the school setting.

In the future, conducting multiple sets of interviews could provide further information across PE and extra-curricular sport contexts, such as the potential influence of the neighbourhood (Hansen, et al., 2003). Further research could also adopt a mixed methods approach where both qualitative and quantitative methods are married to yield increased depth of knowledge. For example, multiple interviews throughout the course of the year and throughout student involvement in various programs could be combined with quantitative measures that monitor developmental change. In addition, future research could benefit from comparing a PE curriculum created from the results of the current study in contrast to the PE program currently in place while conducting qualitative methods such as interviews and observations regarding PYD outcomes.

The current research study is one facet of a larger research project where interviews conducted with student participants during data collection for the current study will be analysed for future use. In addition, future research with parents of inner-city children is anticipated.

Chapter 6 – Conclusion

This study fills a number of gaps in the literature regarding qualitative, longitudinal research that examines PE and sport involvement related to PYD outcomes. Specifically, the current study is unique in that it examines both PE and extra-curricular sport involvement in association with positive developmental outcomes for youth in inner-city schools, as well as examining the varied dynamics among students and various physical activity providers, including PE teachers and coaches. In addition, the current study distinguished between interscholastic sport involvement and intramural activity involvement. A further distinction of the current study is that previous research has not combined an examination of PE and sport activities from the perspectives of the physical activity providers as well as the perspective of an observer of the actual process of PE and sport delivery. Research that incorporates both perceptions and actual practice is essential; in the current study teacher perceptions were often contradictory to observed practices.

Results revealed that it is possible to conduct a longitudinal qualitative ethnographic study in the context of an inner-city school. However, researchers must be willing to adapt since this context was changeable. For example, issues surrounding student attendance and transience can make longitudinal research with an inner-city youth population difficult to predict. In addition, researchers must acknowledge the importance of developing rapport with service providers and students.

To clarify conclusions that can be drawn from this study, results have been interpreted according to the features described by the NRCIM (Appendix 5).

PE and sport contexts provide differing avenues for positive youth development. While it seems evident that PE classes at ICE Jr were lacking in their ability to provide opportunities to experience PYD, the potential for positive outcomes could be increased during PE classes if teachers were to follow youth developmental program guidelines, such as placing a higher importance on student autonomy within the classroom while attempting to promote intrinsic motivation. In contrast, interscholastic sport contexts seemed likely to automatically yield strong associations with positive outcomes simply due to the voluntary nature of the activity. However, not all extra-curricular sport opportunities at ICE Jr were created equally. Intramural activities were missing a number of positive characteristics maintained by interscholastic sport and positive outcomes associated with involvement in intramural activities were limited, again highlighting the importance of extra-curricular programs attending to program guidelines, such as those catalogued by the NRCIM.

Developmental outcomes as demonstrated by the 5Cs of PYD were associated with PE and extra-curricular sport involvement. Teachers and coaches felt that nurturing students' feelings of competence would influence their overall sense of self-confidence, and involvement in physical activities would bolster student connections with their peers, their teacher and/or coach as well as the larger school institution. Character development seemed to be associated with higher levels of individual attention from an instructor, and results from this study showed that merely providing a program for youth is not effective in establishing positive character development. The caring and compassion demonstrated by youth at ICE Jr was a characteristic that instructors believed was inborn and something that they themselves could learn from.

The results discussed above may have some practical implications for teachers and coaches at inner-city schools, which primarily revolve around staffing issues. Physical activity needs to be given a higher priority at ICE Jr, and it seems apparent that changes need to be made at an administrative level. In order for youth to experience the required amount of daily physical activity, school administrators need to view PE as a core subject that should not be replaced by other activities. In addition, the selection and hiring of instructors who are educated in the delivery of various types of PE programming is essential. Many students at ICE Jr were not accommodated by a traditional sport-based curriculum. Therefore, PE instructors should attempt to incorporate innovative approaches to engaging non-participatory youth, such as the TGfU model. Additional staff participation for extra-curricular sport activities and intramural activities in particular, would also benefit students. Although many students seemed to prefer intramural activities to formal inter-scholastic sport teams, problem behaviours were highly prevalent in these activities. In order to provide students who participate only in intramurals with the opportunity for positive development, these activities should follow an approach similar to inter-scholastic sport teams where a small number of students have the opportunity of interacting with a caring adult. Involving lunchtime supervisors with intramurals provides one possibility. The assignment of supervision duties to be coordinated with coaching for lunchtime intramural teams would not only provide opportunities during intramurals for PYD, but would also alleviate the problems associated with a single staff member monitoring activities within the gymnasium.

Overall, it seems that school administrators need to place a higher level of importance on PE and extra-curricular sport for youth, and while present policies may include a health perspective (e.g., the DPA initiative) it should be the responsibility of those in charge to advocate for healthy practices. By providing students with positive PE and extra-curricular sport experiences, there is the potential for creating a lifelong love of physical activity, which could ultimately turn the rising tide in childhood overweight and obesity.

Educational reform for urban schools has often been discussed (Land, 2002). Unfortunately, the success of many reforms has been compromised by a number of barriers. One barrier that was mentioned by teachers in the current study was scheduling issues. One possible solution, which has, as yet, received little research attention, is the idea of comparative understanding, where the instruction of multiple school subjects is integrated (Stevens, Wineburg, Herrenkohl, & Bell, 2005). Acknowledging the similarities between school subjects and assimilating their instruction could enable teachers to combine subjects, for example, PE and science, in such a way that scheduling issues may be reduced. Unfortunately, providing schools with information on how to make changes may not be enough. Changes will be difficult to make if, for example, there is a lack of funding to support such changes (Land, 2002). In addition, previous research has demonstrated that the educational values of administrators are often expressed through school programming (Barnett et al., 2006). In order to create change then, the proposed reform must also be reflected by the values held by school administration. Leadership by school administrators has also previously been declared as essential to school reform initiatives (Sharma, 2005). Without the advocacy of those in charge attempts to create change will undoubtedly falter. One possible threat to school reform at ICE Jr is the transient nature of school teachers and administration. Almost all of the participants in this study had been at the school for less than two years, and at the end of the school year only two of the teachers/coaches planned to return to ICE Jr the following year. Ultimately then, while there are options that can reduce many of the barriers that impede school reform, many goals for change within the school system could be impeded by barriers, such as a lack of funding and/or administrative support for such initiatives.

Chapter 7 – Personal Reflections

When I think of the stereotypical inner-city, I think of the Hollywood version of South-Central Los Angeles where crime seems to be bred into the neighbourhood, drive-by shootings are the norm and the gangs all wear colours and speak to each other in Ebonics; I hesitate to call this a 'language', but it's a vernacular that I can't really understand. I've never been to South-Central LA, so I can't say whether Hollywood has portrayed an accurate description of this inner-city, but I can say that this isn't the kind of inner-city the kids from ICE Jr live in, at least not on the surface.

I've been told that sometimes I don't have enough sense to survive in that I have the irrational belief that should something untoward happen I can cope with the situation. So when I was discussing with my supervisor, who is the lead researcher for this study, the idea of surveying the neighbourhood prior to commencing the study I mentally scoffed at his suggestion that I not go alone. Although his concern for my safety was appreciated I took it as unnecessary worry. However, he wasn't alone in his concern. Every single male I spoke to told me I was an 'idiot' or some other similar epithet when I said I was going to the inner-city by myself to ramble around and get to know the neighbourhood. Despite my experience working with people suffering with poverty or those with psychological problems, as a lone female in a disreputable neighbourhood apparently I was asking for trouble. When my mother agreed with everyone else I consented to take a male along with me; although everyone had painted a rather frightening picture for me, my consent was, more than anything, merely my ploy to stop the onslaught of concern.

Going into the neighbourhood I expected much worse. Hollywood has done well vilifying inner-city life, as has the local media. To some degree I think there's a culturally created prejudice against the poverty stricken neighbourhoods of a big city, where 'outsiders' formulate preconceived notions about those who live there and the activities in which they engage. I half thought I'd see a police car chase, or maybe I'd get held up for my money, of which I have very little so it would be a disappointment for the would-be thief (I deliberately didn't bring a purse and wore comfortable clothes in case I needed to 'run for my life' as many of my friends thought I might have to do). I was sincerely surprised with the normality of the people I saw going about their day-to-day lives. Yes, it is true that the neighbourhood does have an inordinately large number of people with severe problems, such as addiction or lack of a permanent residence. However, the picture of inherent criminality and despondency portrayed of inner-city life by the media was shattered for me that day. I believed that seeing my unfounded preconceived notions dispersed would help me to go into the school with a much more open mind and willingness to understand how the kids who live in the neighbourhood see life, as opposed to how the media sees life in the inner-city.

After my very brief exposure to the neighbourhood I felt that I could accurately report what the inner-city was like. With my supposedly open mind, I went into the school ready to get to know these kids and defend inner-city life. Well, to my surprise, the story that I heard was very much like what I was warned about from the start. Apparently while the streets I walked that sunny afternoon could have been streets in any neighbourhood during the day; apparently night time is a little different. Although I was told that nothing was really wrong with the neighbourhood kids also told me that they weren't allowed to go outside at night and were even scared to think of it. Some of the houses that I saw that just seemed to need a bit of repair were actually well-known 'crack-shacks' and I suppose the term 'ladies of the night' is also applicable to some of the residents. I went from one extreme set of expectations to another. I was so focused on how Hollywood has exaggerated many of the negative characteristics of inner-city life for effect that I needed to hear it from the source that unfortunately not all of what is portrayed in the movies is completely fictionalized. The shaded underbelly of society often goes unseen unless you're looking in the right place at the right time.

That being said, the extensive positive rapport that I developed with the staff and students at ICE Jr showed me that while many problems permeated this neighbourhood, the warmth and kindness and overall positive attitudes of everyone at this school is something to learn from; even in the face of adversity, the children were full of smiles.

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Appendices

Appendix 1
Walkability Checklist

1. Did you have room to walk?

☐ Yes ☐ Some problems:
- ☐ Sidewalks or paths started and stopped
- ☐ Sidewalks were broken or cracked
- ☐ Sidewalks were blocked
- ☐ No sidewalks, paths, or shoulders
- ☐ Too much traffic
- ☐ Something else ________________________________

Location of problems: ______________________________

2. Was it easy to cross streets?

☐ Yes ☐ Some problems:
- ☐ Road was too wide
- ☐ Traffic signals were too long or not long enough to cross street
- ☐ Needed striped crosswalk or traffic signals
- ☐ Parked cars blocked the view of traffic
- ☐ Trees or plants blocked the view of traffic
- ☐ Needed curb ramps or ramps needed repair
- ☐ Something else ________________________________

Location of problems: ______________________________

3. Did drivers behave well?

☐ Yes ☐ Some problems: Drivers…
- ☐ Backed out of driveways without looking
- ☐ Did not yield to people crossing the street
- ☐ Drove too fast
- ☐ Sped up to make it through traffic lights or drove through lights
- ☐ Something else ________________________________

Location of problems: ______________________________

4. Was it easy to follow safety rules? Could you…

☐ Yes	☐ No	Cross at crosswalks or where you could see and be seen by drivers?
☐ Yes	☐ No	Stop and look before crossing streets?
☐ Yes	☐ No	Walk on sidewalks or shoulders facing traffic where there are no sidewalks?
☐ Yes	☐ No	Cross with the lights?

Location of problems: ____________________

5. Was the neighbourhood pleasant?

☐ Yes ☐ Some unpleasant things:
  ☐ Needed more grass, flowers, or trees
  ☐ Scary dogs
  ☐ Scary people
  ☐ Not well lighted
  ☐ Dirty, lots of litter or trash
  ☐ Dirty air due to automobile exhaust
  ☐ Something else ____________________
  Location of problems: ____________________

6. Were resources accessible?

☐ Yes ☐ Some problems:
  ☐ Poor hours
  ☐ No access for limited mobility
  ☐ Information not available to public
  ☐ Access to public limited
  ☐ Unfriendly staff
  ☐ Something else ____________________
  Location of problems: ____________________

7. Did resources outweigh neighbourhood problems?

☐ Yes ☐ No

Explain: ____
____

8. How would you rate your experience of this neighbourhood?

____
____

Anything else?

____
____

Appendix 2
Teachers Information Letter

Neighbourhood Physical Activity, Sport, and Positive Youth Development: Experiences of Children in Inner-City Edmonton

Principal Investigator: Zoë L. Sehn Masters Student Child & Adolescent Sport & Activity Lab Faculty of Physical Education and Recreation, University of Alberta Tel: (780) 492-9296 Email: zsehn@ualberta.ca	Supervisor: Dr. Nicholas L. Holt Assistant Professor Child & Adolescent Sport & Activity Lab Faculty of Physical Education and Recreation University of Alberta Tel: (780) 492-7386 Email: nick.holt@ualberta.ca

May 17, 2006

Dear Teacher/Teaching Assistant,

My name is Zoë. I am a graduate student at the University of Alberta. I am looking for teachers and teaching assistants at [ICE Jr] School to help me with a research study for my Masters thesis. The purpose of my study is to understand children's experiences in physical activity, physical education, and sport programs offered by the school. Physical activity, physical education, and sport programs include lunch-time and after-school sports teams, swimming lessons, physical education classes, and physical activity breaks.

Description of Study:
I would like to volunteer as a classroom assistant for your class. While I am volunteering I will observe what is going on. I will pay particular attention to what the children appear to be learning during physical activity, physical education, and sport programs. I will type up my observations every night. Your name will not be recorded in this file.

I would also like to interview you. The interview will take place at your school at your convenience. The interview will not be conducted during class time. I will ask questions about life skills you believe children may have learned from participating in physical activity, physical education, and sport programs. You have the choice of which questions you will answer. You do not have to answer all of the questions. The interview will last about 30 minutes. It will be audio-recorded and typed up. Your name will be removed from the file once the interview has been typed up. Once I have gone through the data I will give you the opportunity to check that I got it right. This second interview will only take about 10 minutes. **So, your total time commitment will be about 40 minutes.** You will not be asked for any additional time or energy commitments for this study.

Benefits:
The information that is gained from this study may help in the effective structure of physical activity, physical education, and sport programs. This will increase the chances of children having positive experiences in these programs.

Risks:
There are no expected risks associated with this study. However, there is the possibility that you will be uncomfortable talking about personal information. To reduce this risk, you can choose to not answer any of the interview questions. You may also ask for a copy of my observations and your interview record at any time. I will remove any information that you do not wish to be included.

Anonymity and Confidentiality:
To protect your identity you will be given a false name. I will not record any personal information in the written records. It is very important that all written records and audio tapes are kept safe. All information will be stored in a locked file cabinet in a locked office at the U of A. Only members of the research team will have access to this information. The information is kept for five years post publication, after which it will be destroyed.

Freedom to withdraw:
I would like you to help me with this study, but it is completely voluntary. This means that you do not have to participate in the study. There will be no negative consequences if you do not want to participate. Your information will be removed from the study if you decide later that you do not want to participate with no questions asked. If you wish to withdraw contact Zoë Sehn or Nick Holt via telephone or email.

Questions or concerns:
If you have questions about this study or would like more information you may contact Zoë Sehn or Nick Holt. If you have any concerns about this study you may also contact Dr. Brian Maraj. Dr. Maraj is the Chair of the Research Ethics Board for the Faculty of Physical Education and Recreation at the University of Alberta (Tel: 492-5910; email brian.maraj@ualberta.ca). Dr. Maraj has no direct involvement in the study.

If you would like to participate in this study, please complete and sign the attached informed consent form.

Regards,

Zoë Sehn

Appendix 3
Teacher/Teaching Assistant Informed Consent

Neighbourhood Physical Activity, Sport, and Positive Youth Development: Experiences of Children in Inner-City Edmonton

Part 1: Researcher Information
Principal Investigator: Zoë L. Sehn
Affiliation: Faculty of Physical Education and Recreation, University of Alberta
Contact: Child & Adolescent Sport & Activity Lab (780) 492-9296; Email: zsehn@ualberta.ca
Supervisor: Dr. Nicholas Holt
Affiliation: Faculty of Physical Education and Recreation, University of Alberta
Contact: Child & Adolescent Sport & Activity Lab (780) 492-7386

Part 2: Consent of Teacher/ Program Leader

Do you understand that you have been asked to be in a research study?	Yes	No
Have you read and received a copy of the attached Information Sheet?	Yes	No
Do you understand the benefits and risks involved in taking part in this research study?	Yes	No
Do you understand that you are free to ask questions and discuss this study with the researcher?	Yes	No
Do you understand that you are free to refuse to participate, or to withdraw from the study at any time, without consequence, and that your information will be withdrawn at your request?	Yes	No
Do you understand that the data collected in this study will remain confidential and only the researchers will have access to the data?	Yes	No

If you have any questions or concerns regarding this study, you can contact the principal investigator Zoë Sehn (780) 492-9296). However, should you have any other concerns or questions about the study, you can contact Dr. Brian Maraj, who is the chair of the Research Ethics Committee for the Faculty of Physical Education and Recreation at the University of Alberta (780) 492-5910; email: brian.maraj@ualberta.ca. Dr. Maraj has no direct involvement in the study.

I agree to take part in this study:

Signature of Research Participant   Date   Witness

Printed Name   Printed Name

To be completed by the researcher:
I believe that the person signing this form understands what is involved in the study and voluntarily agrees to participate.

Signature of Investigator   Date

Appendix 4
Teacher/Teaching Assistant Interview Guide

SECTION 1: GENERAL QUESTIONS

- Could you describe your job for me? How long have you worked here?

- Could you describe some of the most positive and rewarding aspects of your job?

- Could you describe some of the most challenging aspects of your job?

- Speaking of challenges, what sort of challenges does a school face when set in a neighbourhood like [ICE Jr]?

- What role do you think the school plays in this neighbourhood?

- Can you tell me about your own motivation to work at [ICE Jr]?
  - Probe about what aspects of the school they feel need improvement and also what they hope to change/influence.

SECTION 2: CHILDREN'S ACTIVITIES OUT OF SCHOOL

"In this next section I am going to ask you about some of the activities children might engage in outside of school. I realize that you may have to speculate a little to answer some of these questions, and of course if you don't know that is fine. **But, I'm just trying to get a general impression of the children's lives away from school, so anything you can tell me would be helpful**."

- In general, what types of things do you think the children do in their 'spare time' (i.e., after school and weekends)?

- What do you think the children might say are the best things about living in this neighbourhood (or adjacent downtown neighbourhoods)?

- What do you think the children might say are the worst things about living in this neighbourhood (or adjacent downtown neighbourhoods)?

- Do you know if many children play on any organized sport teams or other types of clubs **outside** of school?

- Do you see any kinds of differences between children who participate on teams or clubs outside of school compared with the children who do not participate on teams or clubs outside of school?

SECTION 3: CHILDREN'S ACTIVITIES IN SCHOOL

- What do you think the benefits are of children engaging in physical activity, physical education, and sport programs (do you think that the benefits differ by program?)

- What aspects of the environment do you perceive facilitate or constrain your ability to teach?

- How willing/receptive do you find the children during physical activity, physical education, and sport compared to during normal classroom activities?

- Do you try to teach any skills through this program that are intended to help the children in another area of their lives? (Probe for examples and details).

- What do you think the children like about the physical activity, physical education, and sport programs? (Probe for examples and details of feelings, impressions and attitudes)

- What do you think the children do not like about the physical activity, physical education, and sport programs? (Probe for examples and details of feelings, impressions and attitudes)

- **In terms of the Daily Physical Activity Initiative:**
    - What types of daily physical activities do you do with the children during the school day?
    - What types of challenges do you face in providing daily physical activities for the children?
    - Overall, what is your opinion about the daily physical activity initiative?

SECTION 4: THE 5Cs

- **COMPETENCE**
    - Do you think that involvement in physical activity, physical education, or sport has influenced the children's sense of competence? (Probe for examples and details)

- **CONFIDENCE**
    - Do you think that children who are confident in physical activity, physical education and sport are also confident in other areas of their lives?
    - Have you got any examples of children you have taught?

- **CONNECTION**
    - Do you think that children develop positive social relationships in physical activity, physical education, or sport? How do you attempt to cultivate these relationships?

  - Tell me about your relationship/connection with the kids you teach/coach? What is your role in their lives? How do you try to relate to them?

- **CHARACTER**
  - How do you (or do you) teach children to have respect for rules (Probe for examples and details)?
  - Do you think the children have respect for the rules of your PE class? (Probe for examples and details)
  - Do you think the children you have respect for societal and cultural rules? (Probe for examples and details)
  - Can you explain how the children come to learn right from wrong (and how this was taught to you)? (Probe for examples and details)
  - How do you react when you observe unacceptable behaviours? (Probe for examples and details)

- **CARING AND COMPASSION**
  - How do the children demonstrate a sense of sympathy and empathy for others? (Probe for examples and details)

Appendix 5

Eight Features of Developmental Contexts Linked to PYD (NRCIM, 2002)

Features	Aspects of Features Observed at ICE Jr – PE	Aspects of Features Observed at ICE Jr – Extra-curricular Sport
Safe and health-promoting facilities	Yes – Student safety was a high priority among teachers at ICE Jr. Safety rules established within PE classes, such as a shoelace check prior to activity involvement, attempted to prevent injuries, and when injuries did occur first aid equipment was easily accessible.	Yes – Student safety was a high priority among staff and coaches at ICE Jr. Safety rules established at the start of each season attempted to prevent injuries, and when injuries did occur first aid equipment was easily accessible.
Clear and consistent rules and expectations	Partially – Rules and consequences for breaking those rules were established early on for both PE classes and sports teams. However, within the PE setting the consequences were not always enough to keep youth from breaking the rules, and it	Yes – Despite some few exceptions, the rules established for student athletes participating on teams at ICE Jr were generally adhered to with little complaint. No – Intramural activities, however, demonstrated a clear disrespect for the rules by a high proportion of

	appeared that some youth who were consistently demonstrating poor behaviours were often ignored after several attempts at disciplinary action.	students, despite established rules of conduct.
Warm, supportive relationships	Partially – Due to the high level of disciplinary action that was taken within the context of PE it seemed that student-teacher relationships were kept to a professional level where, although the teacher was supportive there was a calculated lack of warmth in the relationships; the teacher was not there as a friend, but to instruct.	Yes – Coaches were more open to developing warm relationships with their athletes where friendships were established. No – Intramural activities did not provide students with an opportunity to develop any relationship with an adult other than the teacher referee.
Opportunities for meaningful inclusion and belonging	Partially – The athletics director attempted to include some activities which she believed would be meaningful or relevant to students. In	Yes – It appeared that student athletes generally felt a sense of belonging to their team, and coaches reported trying to enhance student athletes' feelings of

	addition, she tried to incorporate a wide range of activities in the hope that students would experience something they liked. However, many students refused to participate in any activity.	teamwork and group involvement. Partially – All students were given the opportunity of engaging in intramural activities. However, there seemed to be a lack of student attachment for assigned teams and often students would not remain with their team or would not show up. In addition, intramural activities were cancelled due to a lack of supervisory personnel.
Positive social norms	Partially – Assessments compared students to a set standard which allowed students to not formally be compared to each other. However, often many students could not compete with those students who excelled at sport, and some students did not seem to want to participate if they could not excel like their	Partially – Student athletes' abilities were varied, and while in theory all students were to be given the opportunity to play regardless of ability, in practice it seemed that during important games the students with the strongest abilities were included while the less able were benched. Student athletes with the highest abilities seemed to be regarded highly, and less able

	peers.	students seemed to feel negatively about themselves for not being as good as their peers. Partially – Although the athletics director attempted to create equal teams, often the observed ability of players was significantly different.
Support for efficacy and autonomy	Partially – Students were occasionally provided the opportunity for autonomous decision making; However, PE classes generally followed a strict curriculum schedule.	No – Coaches generally dissuaded student athlete autonomy in favour of coach directed group cohesion and teamwork. Yes – During intramural activities students were often provided with the opportunity of autonomous decision making.
Opportunities for skill building	Yes – PE classes provided students with opportunities of developing and enhancing specific sport skills.	Yes – Extra-curricular sport programs provided students with opportunities of developing and enhancing specific sport skills. Partially – Although participation

		provided students an opportunity of enhancing skills, no instruction was provided.
Coordination among family, school, and community efforts	Partially – While ICE Jr attempted to coordinate programming with community partners, such as the CCEP, familial involvement in any capacity was very limited.	Partially – While ICE Jr attempted to coordinate programming with community partners, such as the CCEP, familial involvement in any capacity was very limited.